BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – NGUYỄN THỊ CHI (Chủ biên)
LÊ KIM DUNG – PHAN CHÍ NGHĨA – VŨ MAI TRANG
LƯƠNG QUỲNH TRANG – NGUYỄN QUỐC TUẤN
Với sự cộng tác của DAVID KAYE

Tiếng Anh 7

SÁCH GIÁO VIÊN

TẬP MỘT

(Tái bản lần thứ nhất)

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM | TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

CONTENTS

INTRODUCTION

TIẾNG ANH 7 is the second of four-level English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical, and theme-based syllabus approved by the Ministry of Education and Training in January 2012, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading and writing).

THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 7** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK**, **THE WORKBOOK** and **THE CD**.

THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Introducing the basics of each unit
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons
- Four Reviews, each providing revision and further practice of the previous three units, to be dealt with in two periods
- Glossary: Giving meaning and phonetic transcription of the new words in the units

THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- Further practice of the language and skills taught in class
- Four additional tests for students' self-assessment.

THE CD

- The CD provides recorded scripts of all listening exercises and dialogues.

THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular and theme-based units focus on offering students motivation, memorable lessons, and a joyful learning experience. At the beginning of each unit there are explicit learning objectives that clearly state the main language and skills to be taught in the unit.

SECTION 1: GETTING STARTED

This section occupies two pages and is designed for one 45-minute lesson in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learnt and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy

for students to memorise. Two or three sounds, which frequently appear in the unit, are targeted and practised in isolation and in context. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language point is presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' boxes appear wherever necessary and help students to avoid common errors.

A Closer Look 1 and ***A Closer Look 2*** cover three pages and mainly give language focus and practice of receptive skills.

A Closer Look 1 and ***A Closer Look 2*** are each designed to be taught in one 45-minute lesson.

SECTION 4: COMMUNICATION

This section is designed to help students use the functional language in everyday life contexts and to consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply to their lives the cultural aspects of the language learnt. The communication section provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

SECTION 5: SKILLS 1

Skills 1 and ***Skills 2***, each covers one page and is designed to be taught in one 45-minute lesson.

Skills 1 comprises reading (receptive skill) and speaking (productive skill).

Reading

This activity aims to develop students' reading abilities. In order to make the activity achievable, the reading text is often based on the vocabulary and structures that students have previously acquired. The reading always links with the topic of the unit and is interesting and relevant to the students. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

Speaking

This activity aims to provide further practice which supports students in their production of spoken English. The activity uses the recently introduced items in combination with previously learnt language in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (receptive skill) and writing (productive skill).

Listening

The listening activity follows the oral practice in the Speaking section. The listening provides students with an opportunity to listen to the language that they have practised orally and trains them to listen for general and specific information.

Writing

This section focuses on developing students' writing skills. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing activity must be a complete piece of writing (ideally it is marked by the group/ class/ teacher).

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one 45-minute lesson.

Looking Back recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what

they have learnt in the unit. Through the students' performance in this section, teachers can evaluate their study results and provide further practice if necessary.

The Project helps students to improve their ability to work by themselves and in a team. It extends their imaginations in a field related to the unit topic. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

REFERENCE ON SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 7**.

- The reading activities in **Tiếng Anh 7** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- In developing reading skills, students are taught to read aloud. This provides an opportunity for students to practise their pronunciation and intonation.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words will appear in the text, etc.

2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 7**: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities should include:

- *Pronunciation* is practised through dialogues, games, rhymes and songs. Through these forms, students practise the stress, rhythm and intonation patterns of English in a natural way. It is crucial to provide students with lots of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition* helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide lots of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, saying common classroom expressions such as: *I don't understand. Could you say it again, please? May I ask you a question?* or answering a question, *I don't know. I think/guess* ..., and *Perhaps* ... are important language tasks for students to practise daily.
- *Pair work/ group work and class presentations* help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, teachers should not stop them to correct their mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear, using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, the content, and intonations of the listening text.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content; and introduce to them the new language or vocabulary which occurs in the listening text.

The listening activity should aim to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

4. TEACHING WRITING

The writing activity aims to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre (e-mail, an informal letter, a webpage for example) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing* and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students work independently under the teacher's guidance and supervision.
- *After writing* helps students consolidate their writing skills through a follow-up activity such as completing a final draft, copying the draft into students' notebooks or on a clean sheet of paper. Students focus on neatness, spelling, punctuation, use of words, sentence structures, and organisation of the writing.

5. TEACHING PRONUNCIATION

Teaching pronunciation consists of teaching phonetics (sounds in isolation and in context), rhymes, chants, and songs. With the knowledge of phonics learned in previous years, students are able to improve their speaking and reading skills because they can identify the spelling and pronunciation patterns of listening texts and decode them quickly. Teachers focus students' attention on the letter(s) and its/ their sound(s) in words, and model the new sounds a few times for students to repeat.

In teaching pronunciation it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Letter/ sound focus and repetition
- Line by line repetition and clapping
- Focus on syllables
- Pair/ group practice, performance

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students recognise the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise and memorise vocabulary. These can be done by using visual aids, by allowing students to listen and repeat the word, by explaining their meanings, using definitions, pictures, flashcards, and translation if necessary, and finally, by getting students to practise, using the word with a range of spoken or written activities which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 7 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories and songs they have learnt in primary schools and grade 6.

One way to enable students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- Focusing students' attention on the new grammatical patterns in the texts.
- Providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books.
- Reinforcing the new grammatical item with a variety of spoken and written activities.

8. SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching procedures.

- *Whole class*. Elicit/ Teach the focus language (words, phrases or structures). Then write them on the board.
- *Model*. Perform the focused materials yourself with a confident student or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups*. Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance*. Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class*. At the end of the activity, there should be some writing/ speaking (productive) activities to reinforce or consolidate students' understanding.

It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own ones to suit their students and real teaching contexts.

BOOK MAP

		Reading	Listening
	Unit 1: My Hobbies	- Reading for specific information about an unusual hobby	- Listening for specific information about one's hobby
	Unit 2: Health	- Reading for specific information about number of calory take-in	- Listening for specific information about health problems and advice
	Unit 3: Community Service	- Reading for specific information about young people doing community service	- Listening for specific information about the volunteer work of a student
	REVIEW 1		
	Unit 4: Music and Arts	- Reading for specific information about a type of traditional art	- Listening for specific information about the life of an artist
	Unit 5: Vietnamese Food and Drink	- Reading for specific information about typical traditional food and drink	- Listening for specific information about types of traditional food and drink
	Unit 6: The First University in Viet Nam	- Reading for specific information about the history of Van Mieu – Quoc Tu Giam	- Listening for specific information about the biography of a most famous teacher
	REVIEW 2		

	Speaking	Writing	Language Focus
	- Talking about types of hobbies	- Writing about one's hobby	- Present simple and future simple: review - Verbs of liking + V-*ing* - Sounds: /ə/ and /ɜː/
	- Talking about calories used for everyday activities	- Writing about health advices	- Compound sentences - Imperatives with *more* and *less* - Sounds: /f/ and /v/
	- Talking about how to contribute to community activities	- Writing about community services/ volunteer work	- Past simple and present perfect: review - Sounds: /g/ and /k/
	- Asking and answering questions about music	- Writing an informal letter of invitation	- Comparisons: *(not) as … as, the same as, different from* - Express agreement: *too/either* - Sounds: /ʃ/ and /ʒ/
	- Talking about ways to make a kind of food/drink	- Writing a letter describing someone's local food/drink	- Nouns (countable/uncountable) - *How much/How many?* - *a/an, some, any ...* - Sounds: /ɒ/ and /ɔː/
	- Talking about making arrangements for a trip to the Temple of Literature	- Writing about a historic place	- Passive voice - Sounds: /tʃ/ and /dʒ/

Unit 1 MY HOBBIES

THIS UNIT INCLUDES:

VOCABULARY
Hobbies
Action verbs

PRONUNCIATION
Sounds: /ə/ and /ɜː/

GRAMMAR
Present simple and future simple: review
Verbs of liking + V-*ing*

COMMUNICATION
Describing hobbies
Giving opinions about hobbies

GETTING STARTED

My favourite hobby



1 Listen and read.

Nick: Hi Mi, welcome to our house!
Elena: Come upstairs! I'll show you my room.
Mi: Wow! You have so many dolls.
Elena: Yes. My hobby is collecting dolls. Do you have a hobby?
Mi: I like collecting glass bottles.
Elena: Really? That's very unusual. Is it expensive?
Mi: Not at all, I just keep the bottles after we use them. What about doll collecting? Is it expensive?
Elena: I guess so, but all of my dolls are presents. My parents, and my aunt and uncle always give me dolls on special occasions.
Mi: Your dolls are all very different.
Elena: Yes, they're from all over the world!
Nick: I don't know why girls collect things. It's a piece of cake.
Mi: Do you have a difficult hobby, Nick?
Nick: Yes, I enjoy mountain climbing.
Mi: But Nick, there are no mountains around here!
Nick: I know. I'm in a mountain climbing club. We travel to mountains around Viet Nam. In the future, I'll climb mountains in other countries too.

Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /ə/ and /ɜː/ correctly in isolation and in context
- use lexical items related to hobbies
- use the present simple, the future simple and verbs of liking + V-*ing* correctly and appropriately
- describe and give opinions about hobbies
- read for specific information about an unusual hobby
- listen to get specific information about a hobby
- write a paragraph about a classmate's hobby

GETTING STARTED

My favourite hobby

Introduction

Before Ss open their books, ask Ss what they like doing for pleasure in their free time. Summarise Ss' answers and ask them what all these activities are called. Elicit the word 'hobbies' from Ss. Write the unit title on the board 'My Hobbies'. Let Ss open their books and start the lesson.

1 Ask Ss to look at the picture on page 6 and answer the questions below:

- *Can you guess who they are?*
- *Where are they?*
- *What can you see on the shelf? What may the hobby be?*

Ss answer question 1, then T should introduce Elena, Nick's sister. Quickly write Ss' answers to questions 2 and 3 on the board. Play the recording. Ss listen and read. Ask Ss if their guesses on the board are correct.



Look out!

'It's a piece of cake' is an idiom. Do you know what it means? Can you guess its meaning from the conversation? Can you think of any other idioms?

Remember, idioms usually have a different meaning than the normal meaning of each word.

a Are the sentences below true (T) or false (F)?

	T	F
1. Elena's room is on the first floor.	☐	☐
2. There are a lot of dolls in Elena's room.	☐	☐
3. Mi has the same hobby as Elena.	☐	☐
4. Elena's grandparents usually give her dolls.	☐	☐
5. Nick thinks mountain climbing is more challenging than collecting things.	☐	☐

b Answer the following questions.

1. When does Elena receive dolls from her family members?
2. Are her dolls the same?
3. How does Mi collect bottles?
4. Does Mi think collecting bottles costs much money?
5. Has Nick climbed mountains in other countries?

2 Listen and repeat.

cycling	arranging flowers
taking photos	skating
cooking	playing the guitar
bird-watching	playing board games
gardening	

3 Choose the words/phrases in 2 that match the pictures below. Write them in the spaces.


1. ______________


2. ______________


3. ______________


4. ______________


5. ______________


6. ______________


7. ______________


8. ______________


9. ______________

4 Work in pairs and complete the tables below. Do you think the hobbies in 3 are cheap or expensive, easy or difficult?

Cheap hobbies	*Expensive hobbies*
______________	______________
______________	______________

Easy hobbies	*Difficult hobbies*
______________	______________
______________	______________

Can you add some other hobbies to the lists?

5 Game: FIND SOMEONE WHO . . .

a In three - five minutes, ask as many classmates as you can about which hobbies from 3 they like. Use the question '*Do you like …?*'

Example:

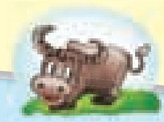
A: Do you like gardening?

B: No, I don't.

b In the table below, write your classmates' names beside the hobbies they like. The student with the most names wins.

Find someone who likes …

cycling	______________
arranging flowers	______________
taking photos	______________
skating	______________
cooking	______________
playing the guitar	______________
bird-watching	______________
playing board games	______________
gardening	______________



Look out!

Have Ss guess the meaning of the idiom '*It's a piece of cake*' from the conversation. Explain that it means '*a thing that is very easy to do*'. Ask them if they know any other idioms. T may give them some simple idioms: *as easy as pie/ as ABC* = *very easy*, or *very easily*; *all of a piece* = *all at the same time*, etc.

a Ss work independently. Ask them to read the sentences and decide if they are true or false. Allow them to share answers with a partner before discussing as a class. Elicit the answers from Ss. Have them correct the false sentences. Write the correct answers on the board.

Key:

1. F (They go upstairs to her room.) **2.** T **3.** F (Mi's hobby is collecting glass bottles.)
4. F (Her parents, aunt and uncle) **5.** T

b First, ask Ss to answer the questions orally without reading the conversation. Call two Ss to the board and write their answers. Ask Ss to read the conversation and check their answers. Confirm the correct answers.

Key:

1. She receives dolls on special occasions. **2.** No, they aren't.
3. She keeps the bottles after using them. **4.** No, she doesn't. **5.** No, he hasn't.

2 Ss listen to the recording and repeat the words/ phrases. Have some Ss practise reading the words/ phrases out loud.

3 Ss work individually to match the words/ phrases from **2** with the pictures. Have them compare their answers with a partner. Ask for Ss' answers. Give feedback and confirm the correct answers.

Key:

1. playing board games **2.** taking photos **3.** bird-watching
4. cycling **5.** playing the guitar **6.** gardening
7. cooking **8.** arranging flowers **9.** skating

4 Ss work in pairs and complete the table. Write their answers on the board. This is an open exercise, so accept all Ss' answers. T may ask them to explain their answers. Have Ss add more words to the table.

Suggested answers:

Cheap hobbies	Expensive hobbies
playing board games, gardening, bird-watching, collecting old bottles, …	taking photos, cycling, playing the guitar, cooking, arranging flowers, collecting watches, …

Easy hobbies	Difficult hobbies
playing board games, gardening, bird-watching, collecting old bottles, taking photos, …	playing the guitar, cooking, arranging flowers, making short films, …

5 Set a time (three-five minutes) for Ss to do this activity. They ask their classmates to complete the table, using '*Do you like…?*' The student with the most names wins. He/She has to read aloud the names on the list.

A CLOSER LOOK 1

Vocabulary

1 **Match the correct verbs with the hobbies. Some hobbies may be used with more than one verb.**

A		B
1.	go	a. TV
		b. bottles
2.	do	c. photos
		d. mountain climbing
3.	collect	e. horse-riding
		f. the piano
4.	play	g. gymnastics
		h. badminton
5.	take	i. camping
		j. dolls
6.	watch	

2 **Fill in each blank in the sentences with one hobby or one action verb from the box below.**

Hobbies	Action Verbs
listening to music	listen
gardening	plant
fishing	catch
painting	swim
swimming	paint

1. I like ______. There is a pool near my house, so I go there four times a week and _________. It is fun because you can play in the water and keep fit at the same time.
2. I always _________ to Ngoc's songs. I love the sweet melodies. At home I have to use my headphones because my parents don't like loud noise. ______ is my favourite hobby.
3. I love being outdoors with the trees and flowers. There is a small garden behind my house. I ______ flowers and vegetables there. I like ______ a lot.
4. My father and I share the same hobby. At weekends, we usually go to a small lake in Ha Tay. It's exciting when you can ________ some fish for dinner. We love ______!
5. My sister's favourite hobby is ______. She is very creative and she __________ very well. I like the colours in her pictures.

3 **Do you know what a keyword is? Work in pairs and write down keywords to describe the hobbies in the table below. You can use the words in the sentences from 2 to help you.**

Hobbies	Keywords
listening to music	melody, songs . . .
gardening	
fishing	
painting	
swimming	



Look out!
Keywords help you understand a text quickly and take good notes! Learn how to identify them and keep practising.

4 **Game:** **THE KEYS TO MY HOBBY!**

1. Work in groups.
2. Each student thinks of a hobby and says the keywords out loud.
3. The rest of the group tries to guess what the hobby is. One point is given for each correct guess.
4. The student with the most points is the winner.

Example:

A: water, grow, flowers, vegetables

B: Is it gardening?

A: Yes, it is.



A CLOSER LOOK 1

Have some Ss repeat the words/ phrases indicating the hobbies they learnt in the previous lesson. Move on to this lesson which focuses on hobbies, action verbs, and the sounds /ə/ and /ɜː/.

Vocabulary

1 Have Ss read the action verbs in column A and match them with the suitable words/phrases in column B. Remind them that a verb can go with more than one word/ phrase. Ss work in pairs to compare their answers before giving T the answers. Check and confirm the correct answers.

Key:

1. d, e, i **2.** g **3.** b, c, j **4.** f, h **5.** c **6.** a

2 Ss work in pairs to do this activity. Have Ss read all the sentences carefully to make sure they understand the sentences. Ss share their answers. Write the correct answers on the board.

Key:

1. swimming, swim **2.** listen, Listening to music **3.** plant, gardening
4. catch, fishing **5.** painting, paints

3 Ask Ss if they know what a keyword is. Explain that a keyword helps Ss understand a text quickly and it is usually a noun, a verb, an adjective or an adverb. Model the way to locate keywords for 'listening to music'. Have Ss look at sentence 2 in activity **2** and read out the keywords. In pairs Ss do the same. Ss can add more words to the table. Call on Ss from different pairs to go to the board and write the words. This activity can also be organised as a competitive game. The pair with the most words is the winner.

Key:

Hobbies	Keywords
listening to music	melody, songs, headphones, noise, rhythm, lyrics …
gardening	trees, flowers, garden, plant (v/n), vegetables, grow, fruit …
fishing	lake, exciting, catch, fish, water, boat …
painting	creative, colours, pictures, artist, painting …
swimming	pool, fun, water, keep fit, swim …

4 Ss work in groups to play the guessing game. One student is the group leader who records other Ss' points. One student is the group secretary who writes down other Ss' hobbies. When time is up, call on some group secretaries to share the group's hobbies.

Pronunciation

/ə/ and /ɜ:/

5 **Listen and tick (✓) the words you hear. Repeat the words.**

- ☐ bird-watching
- ☐ away
- ☐ burn
- ☐ hurt
- ☐ birth
- ☐ answer
- ☐ neighbour
- ☐ singer
- ☐ heard
- ☐ common

6 **Listen again and put the words in the correct column.**

/ə/	/ɜ:/

7 **Listen to the sentences and tick /ə/ or /ɜ:/. Practise the sentences.**

	/ə/	/ɜ:/
1. His hobby is collecting toy cars.		
2. My sister has a lot of photos.		
3. When I have free time, I usually go surfing.		
4. I love the colours in their paintings.		
5. My friend has an unusual hobby: learning foreign languages.		

A CLOSER LOOK 2

Grammar

The present simple and the future simple: review

1 **Complete the sentences. Use the present simple or future simple form of the verbs.**

1. Ngoc (love) _______ cartoons, but she says she (not/continue) _______ this hobby in the future.
2. They usually (take) _______ a lot of beautiful photos.
3. What (your brother/do) _______ in his free time?
4. I think 10 years from now more people (enjoy) _______ gardening.
5. _______ you (do) _______ morning exercise every day?
6. _____ you still (play) _____ badminton next year?

2 **The table below shows the results of Nick's survey on his classmates' hobbies. Read the table and complete his report using the present simple.**

Name / *Activity*	Boys			Girls	
	Nam	*Son*	*Binh*	*Ly*	*Hue*
Watching TV	every day	every day	every day	every day	every day
Swimming				x 3 per week	x 3 per week
Playing badminton	every day	every day		x 4 per week	every day

Nick's report

I asked some classmates about their hobbies and I got some interesting results. Everybody (1. like) _______ watching TV, and they (2. watch) _______ it every day. The three boys, Nam, Son, Binh (3. not love) _______ swimming, but the two girls, Ly and Hue, (4. go) _______ swimming three times a week. Most of them (5. enjoy) _______ playing badminton. Nam, Son and Hue (6. play) _______ badminton every day, and Ly (7. play) _______ the sport four times a week. Only Binh (8. not like) _______ badminton; he never (9. play) _______ it.

Pronunciation

/ə/ and /ɜː/

5 Have some Ss read out the words first. Then play the recording. Ask Ss to listen and tick the words they hear. Play the recording as many times as necessary.

Key:

☐ bird-watching	☑ answer
☑ away	☑ neighbour
☑ burn	☐ singer
☑ hurt	☑ heard
☑ birth	☑ common

Audio script: answer away neighbour burn hurt heard birth common

6 Play the recording again. Ask Ss to put the words in the correct column while they listen.

Ss compare their answers in pairs before T checks their answers with the whole class.

Key:

/ə/	/ɜː/
away, answer, neighbour, common	burn, birth, hurt, heard

If time allows, ask Ss to give more examples for each group. Suggested words are:

/ə/: teacher, doctor, agree, … /ɜː/: prefer, fur, mermaid, …

7 Ss do this exercise individually first, then compare their answers with a partner. Check Ss' answers. Ask some Ss to say the word that has /ə/ or /ɜː/ in each sentence. Ss practise the sentences.

Key:

	/ə/	/ɜː/
1	✓	
2	✓	
3		✓
4	✓	
5		✓

Audio script:

1. His hobby is collecting toy cars.
2. My sister has a lot of photos.
3. When I have free time, I usually go surfing.
4. I love the colours in their paintings.
5. My friend has an unusual hobby: learning foreign languages.

A CLOSER LOOK 2

Grammar

The present simple and the future simple: review

Have Ss present the form and usage of these two tenses before asking them to do the exercises.

1 Ss do this exercise individually and then compare the answers with a partner. Check the answers and write the correct answers on the board.

Key: 1. loves; will not/ won't continue 2. take 3. does … do 4. will enjoy 5. Do … do 6. Will … play

2 Ask Ss to look at the table and make sure that they understand it. T may explain that x *3 per week* means three times a week. Ss do this activity in pairs. If necessary, T may model the first answer for Ss. Check Ss' answers and write the correct answers on the board.

Key: 1. likes 2. watch 3. don't love 4. go 5. enjoy 6. play 7. plays 8. doesn't like 9. plays

3a **Work in groups. Think of some activities (such as listening to music, playing basketball, or going shopping) and make a table like the table in 2. One student in the group asks the other group members about the frequency they do these activities while another student in the group records the answers.**

b **Now, as a group, write a short report about what you have found out. Use Nick's report in 2 as an example.**

I asked some classmates about their hobbies and I got some interesting results. …

Verbs of liking + V-*ing*



Look out!

We often use the –*ing* form after verbs of liking and not liking. These verbs are *like, love, enjoy,* and *hate* (not like).

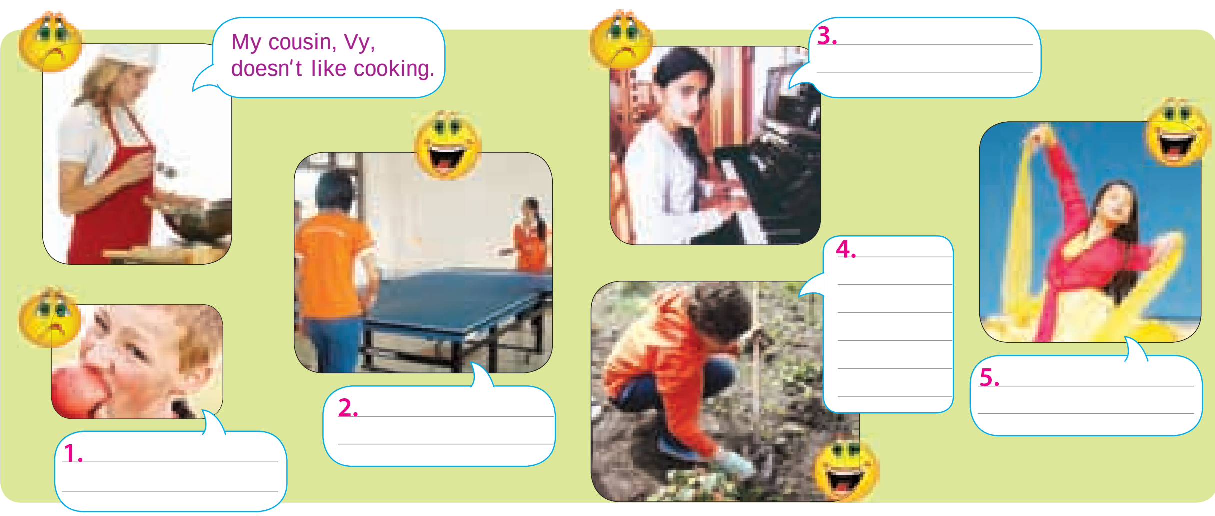
Example: I like going to the cinema.
She hates cleaning the floor.

4 **Complete the sentences, using the –*ing* form of the verbs in the box.**

walk	play
watch	ride
talk	eat
go	

1. My dad enjoys ______ his bike to work.
2. My mum doesn't like ______ films on TV. She loves ______ to the cinema.
3. I like ______ to my friends in my free time.
4. My younger brother loves ______ monopoly with me every evening.
5. They hate ______ noodles. They prefer rice.
6. Does your grandma enjoy ______?

5 **Look at the pictures and write sentences. Use suitable verbs of liking or not liking and the –*ing* form.**



6 **What does each member in your family like or not like doing? Write the sentences.**

1. My father likes ______________________________.
2. My father hates ______________________________.
3. My mother enjoys ______________________________.
4. My mother doesn't like ______________________________.
5. My brother/sister loves ______________________________.
6. My brother/sister doesn't like ______________________________.

3a Ss do this activity in groups. They should draw a table similar to the one in **2**. The number of columns depends on the number of group members. The activity works best if the number of group members is five or more. If there are five members in a group, a table with five columns is needed. The first column is for the activities. The other four columns are for the rest of the group. One group member asks and records the answers, so his/ her name is not necessary to be included in the table. T should explain that 'frequency' means how often someone does something in a given time frame.

Each group completes their table. Remember to set a time limit for this.

b Each group writes a short report similar to Nick's report in **2**. T may give each group a big piece of paper. When the time is up, groups stick their reports on the wall. T and other Ss read and comment. After that the class votes for the best report.

Verbs of liking + V-*ing*

Have Ss read the **Look out!** box. Explain the structure if needed. T may call on some Ss to make sentences with the verbs of liking.

4 Ss do the exercise individually, then compare their answers with a classmate. Call on some Ss to read out the answers.

Key:

1. riding	**2.** watching; going	**3.** talking
4. playing	**5.** eating	**6.** walking

5 Ss do this activity in pairs. First, T may have Ss read the example and explain the way to do this activity. Ss write sentences using the pictures as clues. Call on some Ss to write their sentences on the board. Check and comment on Ss' sentences.

Suggested answers:

1. He doesn't like eating apples.
2. They love playing table tennis.
3. She hates playing the piano.
4. He enjoys gardening.
5. She likes dancing.

6 Ss do this exercise individually, then compare their sentences with a classmate. Call on some Ss to write their sentences on the board. Ask other Ss for their comments. Correct any mistakes if there are.

COMMUNICATION

Extra vocabulary

making pottery **carving wood**
unusual **take up sth**
making models

1 **Match the activities with the pictures.**

making models	dancing
making pottery	carving wood
ice-skating	

A.
B.
C.
D.
E.



2 **What do you think about the hobbies in 1? Look at the table below and tick the boxes. Then, complete the sentences below by writing one reason to explain your choice.**

	boring	unusual	interesting
making pottery			
dancing			
ice-skating			
making models			
carving wood			



Look out!
When you give your opinion about something, you can use:
find sth/doing sth + adj **or**
think (that) sth/doing sth is + adj.

1. I find making pottery ______________ because ______________________.
2. I think dancing is ___________ because ______________________.
3. I find ice-skating ___________ because ______________________.
4. I think making models is ___________ because ______________________.
5. I find carving wood ______________ because ______________________.

3 **Now, interview a classmate about the hobbies in 1. Take notes and present your partner's answers to the class.**

Example:

You: What do you think about making pottery?/How do you find making pottery?
Mai: I think it is ________./I find it ________.
You: Why?
Mai: Because ______________________.
You: Will you take up making pottery in the future?
Mai: Yes, I will./I'm not sure.

COMMUNICATION

Introduction

Go through the **Extra vocabulary** with Ss. If Ss do not know any word/ phrase in the box, quickly teach it.

- *making pottery:* making pots, dishes … from clay
- *making models*: making copies of things, usually smaller than the original objects
- *carving wood:* making objects, and patterns by cutting away material from wood
- *unusual:* different from what is usual or normal
- *take up sth:* learn or start to do something, especially for pleasure

1 Ss do this exercise individually and give T the answers. Confirm the correct answers. If time allows, ask Ss to make one sentence with each picture.

Key:
A. carving wood **B.** making models **C.** ice-skating **D.** dancing **E.** making pottery

2 Before Ss do this activity, have them look at the **Look out!** box. Write some example sentences on the board and underline the two structures.

E.g.: *I find swimming interesting*.

find + doing sth + adj

They think (that) swimming is interesting.

think (that) + doing sth+ is + adj

If time allows, call on some Ss to give some examples.

Ss work individually and tick the appropriate boxes. Then, they move on to complete the five sentences. T may call on a student to model the first sentence. When Ss finish, have them compare their sentences with a partner. Ask some Ss to write their sentences on the board. Other Ss and T give comments.

3 Ss work in pairs to make conversations as in the example. Ss take turns being the person who asks the questions. This student has to note down his/ her partner's answers to report to the class later. Call on some Ss to report the answers to the class.

Game (extension activity): The purpose of the game is to consolidate the structure and vocabulary the Ss have learnt in this lesson as well as in other lessons.

- Ss are divided into two big groups.
- T says an activity/ hobby and points at a student from one group. This student has to make a sentence with this activity/ hobby, using the structure in the **Look out!** box together with a reason. If this student makes a correct sentence, he/ she earns one point. Then, he/ she says an activity/ hobby and points at one student from the other group. This student makes a sentence, and if it is correct, he/ she gets one point.
- The game continues until time is up. If a student cannot make a correct sentence, the group loses one point.
- T keeps record of the groups' points on the board and announces the winner at the end of the game.

SKILLS 1

Reading

1 **Work in pairs. Look at the pictures and discuss the questions below.**

1. What can you see in the pictures?
2. What do you think the objects are made of?
3. Can you guess what hobby it is?





Now, read about Nick's father's unusual hobby and check your answers.

My father has an unusual hobby: carving eggshells. As everyone knows, eggshells are very fragile. My dad can make beautiful pieces of art from empty eggshells. It's amazing!

He started the hobby five years ago after a trip to the US where he saw some carved eggshells in an art gallery. My father did not go to class to learn how to carve. He learned everything from the Internet.

Some people say that this hobby is difficult and boring, but it isn't. All you need is time. It may take two weeks to complete one shell. I find this hobby interesting because carved eggshells are unique gifts for family and friends. I hope that in the future he'll teach me how to do eggshell carving.

2 **Read the text and answer the questions.**

1. Why does Nick think his father's hobby is unusual?
2. Where did his father see the carved eggshells for the first time?
3. How do some people find this hobby?
4. Does Nick like his father's hobby?

3 **Read the sentences below and use no more than three words from the text to complete them.**

1. Nick's father enjoys ____________.
2. He took up this hobby when he came back home from ____________.
3. He learned to carve from ____________.
4. Nick thinks you can learn to carve if you have ____________.
5. Carved eggshells can be used as ____________ for your family and friends.

Speaking

4 **Nick says that carved eggshells can be used as gifts for your family and friends. In pairs, discuss other uses of these pieces of art. Share your ideas with the class.**

5 **Work in groups. Take turns talking about your hobbies. Use the questions below, and your own to help.**

1. What's the name of your hobby?
2. When did you start your hobby?
3. Is your hobby easy or difficult? Why?
4. Is your hobby useful? Why/Why not?
5. Do you intend to continue your hobby in the future?

Who do you think has the most exciting hobby?



SKILLS 1

Reading

Ask Ss if they know any unusual hobbies. Elicit answers from Ss. Lead to the lesson. Tell Ss that they are going to read about an unusual hobby.

1 Ss work in pairs. They look at the pictures and answer the three questions. Elicit the answers from Ss and quickly write them on the board. Ss quickly read the text and compare their guesses with the information from the text.

Key:

1. a teddy bear, a flower, a bird and flowers.
2. They are made of eggshells.
3. The hobby is carving eggshells.

2 Ss read the text again and answer the questions individually and then compare their answers with a classmate. Ask for Ss' answers and have them explain their answers. Ss can either paraphrase the original information from the text or read out loud the part of the text where the answer to each question is located. Confirm the correct answers.

Key:

1. He thinks his father's hobby is unusual because eggshells are very fragile and his father can make beautiful pieces of art from empty ones.
2. He saw the carved eggshells for the first time in an art gallery in the US.
3. They find it difficult and boring.
4. Yes, he does.

3 Ss try to complete the sentences without reading the text again. Then Ss can underline parts of the text that help them find the answers. Ss share their answers with a partner. Check and confirm the correct answers.

Key:

1. carving eggshells **2.** the US **3.** the Internet **4.** time **5.** gifts

Speaking

4 Ss work in pairs to discuss the uses of carved eggshells. Encourage Ss to think creatively. Some uses: decorations at home, souvenirs, lights (with bigger eggs), etc.

5 Ss work in groups and take turns talking about their hobbies. Then they vote for the most exciting hobby. Call on some Ss to talk about the most exciting hobby of their group. T can monitor the conversations and note down common errors. If time permits, T can correct the errors with the class.

SKILLS 2



Listening

1 **Do you know anything about collecting glass bottles? Do you think it is a good hobby? Why/Why not?**

2 **Listen to an interview about hobbies. A *4!Teen* reporter, Ngoc asks Mi about her hobby. Complete each blank in the word web with no more than three words.**

Mi's hobby

1. Name of the hobby: ______
2. Started: ______
3. Person who shares the hobby with Mi: ______
4. To do this hobby Mi has to:
   a) collect bottles after use + get them from ______
   b) make ______ vases or ______
   c) use them as ______ decorations
5. Feelings about the hobby: ______
6. Future: will ______

Writing



Writing tip

You can use a word web as a way to organise the ideas for your writing.

3 **Work in pairs. Ask and answer questions about each other's hobby. Take notes below.**

______'s hobby

1. Name of the hobby: ______
2. When he/she started the hobby: ______
3. Who he/she shares it with: ______
4. To do this hobby you have to: ______
5. Feelings about the hobby: ______
6. Future: ______

4 **Now, write a paragraph about your classmate's hobby. Use the notes from 3. Start your paragraph as shown below.**

______ is my classmate. His/Her hobby is ______________________________.

SKILLS 2

Listening

1 Ask Ss if they know anything about collecting glass bottles and if they think it is useful. This is an open activity, so accept all answers provided that they make sense.

2 Tell Ss that they are going to listen to an interview about Mi's hobby. Ss read through the word web. Have Ss guess the word/ phrase to fill in each blank and write their guesses on the board. Play the recording and ask Ss to listen and complete the word web. Ss work in pairs to compare their answers with each other and with the word/ phrase on the board. Play the recording a second time for pairs to check their answers.

Ask for Ss' answers and write them on the board next to their guesses.

Key:

1. collecting glass bottles
2. two years ago
3. mother
4. a) grandmother; b) flower; lamps; c) home
5. useful
6. continue the hobby

Audio script:

Ngoc: Today we're talking about your hobby, collecting glass bottles. It's quite unusual, isn't it?
Mi: Yes, it is.
Ngoc: When did you start your hobby?
Mi: Two years ago. I watched a TV programme about this hobby and liked it right away.
Ngoc: Do you share this hobby with anyone?
Mi: Yes, my mum loves it too.
Ngoc: Is it difficult?
Mi: No, it isn't. I just collect all the beautiful glass bottles after we use them. My grandmother also gives me some.
Ngoc: What do you do with these bottles?
Mi: I can make flower vases or lamps from them. I keep some unique bottles as they are and place them in different places in the house. They become home decorations.
Ngoc: Do you think you will continue your hobby in the future?
Mi: Certainly, it's a useful hobby. It can help save the environment.
Ngoc: Thank you, Mi.

Writing

Tell Ss that they are going to write a paragraph about a classmate's hobby. Ss will use the word web as a way to organise their ideas.

3 Ss work in pairs and interview each other about their hobbies. Ask Ss to take notes on each other's answers in the word web. If time allows, have some Ss present their friend's answers or write the answers on the board.

4 Ss write their paragraphs individually based on the information in their word webs. Ask one student to write his/ her paragraph on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to correct at home.

OR, ask Ss to work in groups and choose one hobby to write about. Give each group a big piece of paper to write on. Ask one or two groups to stick their compositions on the board. Other Ss and T give comments. Ss edit and revise their writing as homework.

LOOKING BACK

Vocabulary

1 Complete the sentences with appropriate hobbies.

1. If you have a lot of bottles, dolls or stamps, your hobby is ______.
2. If you spend time watching birds in nature, your hobby is _______.
3. If you like playing monopoly or chess, your hobby is ______.
4. If you always buy flowers and put them in a vase to display in your house, your hobby is ______.
5. If you spend most of your free time making vases or bowls from clay, your hobby is ______.
6. If you enjoy moving your body to music, your hobby is _____.

2 Put one of the verbs from the box in each blank. Use the correct form of the verb.

do collect listen play go read

1. My sister ______ to pop music every day.
2. They _____ shopping for food on Sundays.
3. My mum wants to keep fit, so she ______ tennis three times a week.
4. Do they ______ newspapers in the mornings?
5. My grandparents ______ exercise in their free time.
6. It is interesting to ______ tree leaves from different countries.

3 Add hobbies to each of the following lists.

Easy hobbies	Difficult hobbies	Cheap hobbies	Expensive hobbies
collecting labels	skating	collecting used books	collecting cars

Grammar

4 Use the present simple or future simple form of each verb in brackets to complete the passage.

There are four people in my family. We (1. have) ______ different hobbies. My father (2. like) ______ playing badminton. He (3. play) ______ it almost every day. My mother (4. not like) ______ this sport. She (5. enjoy) ______ walking. Every morning she (6. walk) ______ for about two kilometres. Next year, I (7. join) ______ her. My younger sister (8. love) ______ reading books. There is a big bookshelf in her room. I (9. not like) ______ her books because they are usually picture books. She says she (10. read) ______ other kinds of books when she is older.

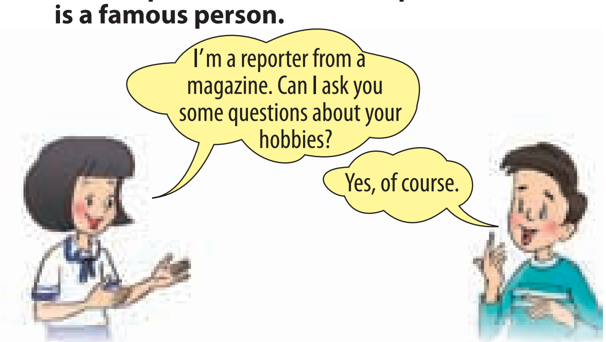
5 Write true sentences about yourself.

1. I like ________________________________.
2. I enjoy ______________________________.
3. I love _______________________________.
4. I don't like ___________________________.
5. I hate ______________________________.

Communication

6 Role-play

Work in pairs. Student A is a reporter. Student B is a famous person.



Example:

A: Good morning. Nice to meet you.
B: Good morning. Nice to meet you, too.
A: Can I ask you some questions about your hobbies?
B: Yes, of course.
A: What is your favourite hobby?
B: It's painting.

Finished! Now I can ...	✓	✓✓	✓✓✓
• use action verbs to talk about many different hobbies • use the present simple/the future simple and verbs of liking + V-*ing* to talk about hobbies • describe and give opinions about hobbies • write about someone's hobby			

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to record their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

1 Ss do this activity individually then compare their answers with a partner. Check and confirm the correct answers. If time allows, have Ss work in pairs to make similar sentences. Then Ss read their sentences out loud for other Ss in the class to guess the hobby.

Key:

1. collecting   **2.** bird-watching   **3.** playing board games
4. arranging flowers   **5.** making pottery   **6.** dancing

2 Ss do this activity individually then compare their answers with a partner. Check and confirm the correct answers.

Key:

1. listens   **2.** go   **3.** plays   **4.** read   **5.** do   **6.** collect

3 Ss do this activity in pairs. Allow them five minutes to add as many hobbies to the table as possible. It can be a competition. The pair with the most hobbies wins and goes to the board to write down their answers. Give feedback.

Suggested answers:

Easy hobbies	Difficult hobbies	Cheap hobbies	Expensive hobbies
collecting labels collecting leaves playing board games	skating cooking painting	collecting used books collecting leaves painting	collecting cars taking pictures travelling

Grammar

4 Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.

Key:

1. have   **2.** likes   **3.** plays   **4.** doesn't like   **5.** enjoys
6. walks   **7.** will join   **8.** loves   **9.** don't like   **10.** will read

5 Ss do this exercise individually then compare their sentences with a partner. Some Ss write their sentences on the board. Give feedback.

Communication

6 T may want to brainstorm interview questions on the board with the class before starting this exercise. Remind Ss to use question words and ask about opinions.

Ss work in pairs. One student interviews the other about his/ her hobbies. Set a time limit for the interview before beginning. Ask some pairs to act out the interview in front of the class. Vote for the best interview.

Finished! Now I can...
Ask Ss to complete the self-assessment. Identify any difficulties/ weak areas and provide further practice.

PROJECT

HOBBY COLLAGE









1. Work in groups of three or four.
2. Take turns talking briefly about your hobbies.
3. Work together to cut and glue pictures from magazines or draw pictures of your group members' hobbies.
4. Show and describe your collage to the class.

PROJECT
Hobby Collage

T explains the meaning of the word 'collage'. It is the art of making a picture by sticking pieces of coloured paper, cloth, or photographs onto a surface. It can also be a picture that you make by doing this. The pictures in the book can serve as examples.

Ask Ss to read the four instructions in the book. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may use magazines provided by T or bring some from home. Remember to have the 'show and tell' session in the next lesson and vote for the best collage.

Unit 2 HEALTH

THIS UNIT INCLUDES:

VOCABULARY
Health problems and health tips

PRONUNCIATION
Sounds: /f/ and /v/

GRAMMAR
Imperatives with *more* and *less*
Compound sentences

COMMUNICATION
Talking about health problems
Giving advice on healthy lifestyles

GETTING STARTED

Going out, or staying in?



1 Listen and read.

Nick: Hi, Phong.
Phong: Oh, hi. You woke me up, Nick.
Nick: But it's ten o'clock already. Let's go out.
Phong: No, count me out. I think I'll stay at home and play Zooniverse on my computer.
Nick: What? It's such a beautiful day. Come on! You already got enough sleep. Let's do something outdoors – it's healthier.
Phong: What like, Nick?
Nick: How about going swimming? Or cycling? They are both really healthy.
Phong: No, I don't feel like it.
Nick: You sound down Phong, are you OK?
Phong: I do feel kind of sad. I eat junk food all the time, so I'm putting on weight too.
Nick: All the more reason to go out.
Phong: No, Nick. Plus, I think I have flu – I feel weak and tired. And, I might get sunburnt outside.
Nick: I won't take no for an answer. I'm coming to your house now!

Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /f/ and /v/ correctly
- use lexical items related to health issues
- use imperatives with *more* and *less*
- form compound sentences and use them correctly
- talk about health issues and give advice on healthy living
- listen to get specific information about health problems and advice
- write a reply giving advice to someone with a health problem

GETTING STARTED

Going out, or staying in?

Introduction

T writes the word 'HEALTH' on the board and asks Ss to call out words related to health. If the class is advanced, T can make two lists on the board, *healthy* and *unhealthy*. Ss can brainstorm words related to each list.

1 Ask Ss to open their books to the picture. T can ask Ss prediction questions about the picture and generally focus Ss' attention on the topic of the lesson. Questions may include:

- *What can you see in the picture?*
- *What time is it?*
- *What do you think the people in the picture are talking about?*
- *Who do you think is healthier?*

Ss answer the questions as a class. T then plays the dialogue and has Ss follow along. Ss may track the dialogue with their fingers as they listen to the recording.

a **Can you find a word or expression that means:**

1. the name of a computer game
2. I don't want to
3. feeling sad
4. becoming fatter
5. I don't accept it

b **Read the conversation again. Who wants to do the following things?**

	Nick	*Phong*
1. stay at home		
2. play computer games		
3. go outside		
4. go swimming		
5. avoid getting sunburnt		

2 a **Match the health problems in the box with the pictures. Then listen and repeat.**

a. spots	b. sunburn
c. (put on) weight	d. flu
e. (an) allergy	f. sickness

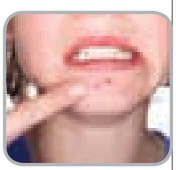

1. ____________


2. ____________


3. ____________


4. ____________

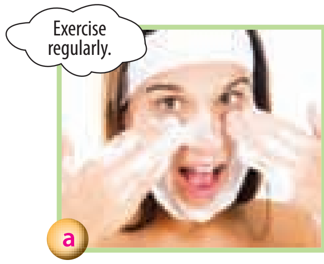

5. ____________


6. ____________

b **Which problems do you think are most common with your classmates? Rank the problems from the most common (1) to the least common (6). Then share with a partner.**

3 **These people have the wrong advice. Can you match the correct advice (1-5) with the people (a-e)?**

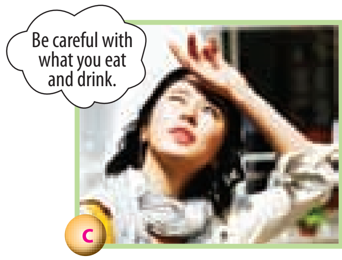
1. Wear a hat.



2. Wash your hands regularly.



3. Be careful with what you eat and drink.



4. Exercise regularly.



5. Wash your face regularly.



4 **Game**

Take a card with a health problem or a piece of advice. Walk around and try to find the person with the card that matches yours.

Example:

A: I have spots.

B: Oh, I'm sorry. My advice is 'Wear a hat.' /Yes! My advice is 'Wash your face regularly.'

a Ask Ss to complete the task individually or in pairs. T can check answers and ask Ss to use each item in a sentence.

Key:

1. Zooniverse **2.** I don't feel like it. **3.** sound down

4. putting on weight **5.** won't take no for an answer

b T asks Ss to read the conversation again and complete the table. T may write the table on the board while Ss are working individually, then correct the exercise as a class by asking Ss to come to the board and tick the correct column.

Key: **1.** Phong **2.** Phong **3.** Nick **4.** Nick **5.** Phong

2a T asks Ss to look at the pictures. As a class Ss can call out which word they think matches each picture. T asks Ss to write the words below each picture. T plays the recording and Ss repeat. T corrects the exercise with the whole class.

Key: **1.** e **2.** f **3.** d **4.** c **5.** b **6.** a

Audio script:

a. spots **b.** sunburn **c.** (put on) weight

d. flu **e.** (an) allergy **f.** sickness

b Have Ss rank the health problems from the most common (1) to the least common (6) and share with a partner. T encourages Ss to give reasons for their ranking.

3 T asks one student to read through the list of advice aloud.

If there is time, before proceeding on with the exercise, T may want to encourage Ss to mimic advice. Eg: *Wear a hat.* (Ss motion putting on a hat).

Ask Ss to complete the matching individually and T corrects as a class.

Key: **1.** c **2.** d **3.** e **4.** b **5.** a

4 Before class T can make cards with problems and advice. T divides the class into two groups and gives one group 'problem' cards, and one group 'advice' cards. T instructs Ss to walk around the room and read their cards to each other and stand next to the person who has the matching advice or problem card. T can call on some pairs to read their cards aloud. T can repeat the activity as many times as time permits.

T may also extend the activity by asking Ss to create a dialogue around the problem/ advice cards.

A CLOSER LOOK 1

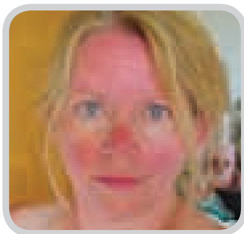
Vocabulary

have a	have	feel
cough	flu	sick
headache	stomachache	tired
sore throat	toothache	weak
temperature	earache	

1 Look at the pictures. Write the problem below the picture of each patient.



1. ____________



2. ____________



3. ____________



4. ____________

2 Now, read the doctor's notes about his patients and fill in the missing words.

Patient 1: She looks very red. She was outdoors all day yesterday. I think she has __________.

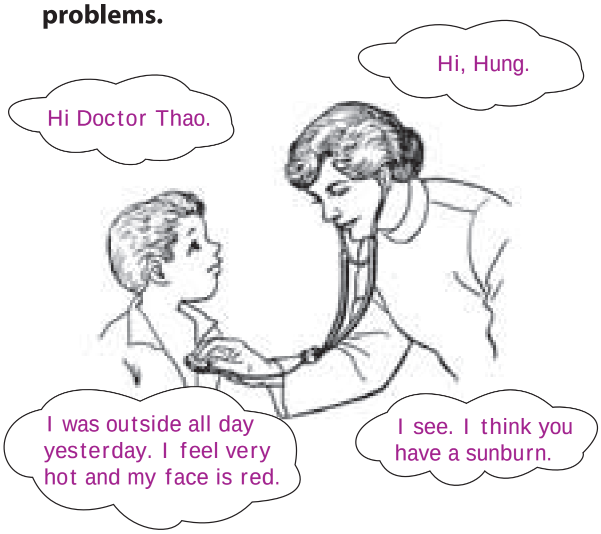
Patient 2: He keeps sneezing and coughing. I think he has _________.

Patient 3: He looks so ________. He can't keep his eyes open! He's very hot too – he has a ______________.

Patient 4: He ate some seafood yesterday. Now he feels __________. He says he has a ____________ too.

Patient 5: He is holding his neck. I think he has a ___________.

3 Role-play the meeting with the doctor. Use the cues in 1, 2 or your own health problems.



4 Choose a health problem. Work in groups. Tell your group about the last time you had that problem.

Example:

A: I had flu two weeks ago.
B: Me too! I felt so weak.
C: Oh. I had a sore throat yesterday.
D: I had toothache. I think I ate too many sweets.

Can you extend your conversation?

Pronunciation

/f/ and /v/

5 Listen and circle the words you hear.

	/f/	/v/
1.	fat	vat
2.	ferry	very
3.	fast	vast
4.	fault	vault
5.	safe	save
6.	leaf	leave

6 Listen and circle the word(s) with the /f/ or /v/ sounds. Then say the sentences.

1. Fast food isn't healthy.
2. I have felt sick all day.
3. Obesity is a problem – people are getting fatter.
4. Having a healthy lifestyle is important.
5. Too many sweets give you toothache.

A CLOSER LOOK 1

Vocabulary

T writes *have a/an, have,* and *feel* on the board. T asks Ss to read the words from the first column. T writes the words in a word web around *have a/ an*. T repeats this for the next two columns.

Note: Make sure to correct pronunciation error. T may want to drill problem words like 'stomachache.'

Ask Ss to look at the health problems from **Getting Started** and put them in the correct column.

Have a/an: an allergy, a spot, (a) sunburn, a sickness

Have: spots, (the) flu

Feel: sick

1 T should teach the noun 'patient' to make sure that Ss are familiar with it. T asks Ss to do the exercise individually. T corrects the exercise as a class.

Key: **1.** flu **2.** sunburn **3.** allergy **4.** tired/ weak

2 T asks Ss to complete the exercise individually. T corrects the exercise as a class.

Key: **1.** (a) sunburn **2.** (the) flu **3.** tired, temperature **4.** sick, stomachache **5.** sore throat

3 T asks one student to come to the front of the class. T models the role-play in the book with the student. Try to make it as fun and dramatic as possible. Then, T divides Ss into pairs. T encourages Ss to think about how each person (Doctor and patient) feels and will act. Ss choose a problem and make a role-play. They may choose more than one. T gives Ss about 5 minutes to practise their role-plays. T then asks some pairs to perform their role-plays for the class. After each role-play, T asks the class comprehension questions about what they just saw. Eg: *What was Mai's problem? What advice did Dr. Thao have?*

4 T asks four Ss to model the example conversation. Then, T divides the class into groups and asks Ss to talk about a health problem. T may ask Ss to extend the conversation by trying to figure out what the most common health problem is in the group and then report back to the class.

Pronunciation

/f/ and /v/

5 T may want to start by drilling the sounds /f/ and /v/ and asking Ss to think of any words they know with these sounds in them. T can write Ss' ideas on the board. Then, T says the words in **5** and asks Ss to repeat. Finally, T plays the recording and has Ss circle the words they hear. T may play the recording as many times as necessary.

Key: **1.** fat **2.** ferry **3.** vast **4.** vault **5.** save **6.** leave

Audio script:

1. fat **2.** ferry **3.** vast **4.** vault **5.** save **6.** leave

6 T asks Ss to listen to the sentences once and repeat. T then asks Ss to circle the words with /f/ or /v/ sounds. T has Ss listen to the recording again and gives the correct answers to the entire class.

Key: **1.** Fast, food **2.** have, felt **3.** fatter **4.** having, lifestyle **5.** give

A CLOSER LOOK 2

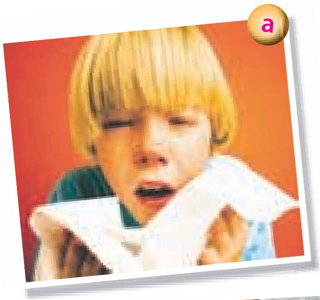
Grammar

Imperatives with *more* and *less*

We can use the imperative for direct commands, orders or suggestions.

do **more** exercise
eat **more** fruit/vegetables
sleep **more**
wash your hands **more**
eat **less** junk food
sunbathe **less**
watch **less** TV
spend **less** time playing computer games

1 **Look at the pictures. Which health tips from the box above would you give to each of these people?**

a


b


c


d


2 **Top health tips for teens**

Look at the health tips in the yellow box. Which six do you think are the most important to you and your classmates? Explain why.

3 **Look at the article on the *Teen Health* website. Fill in the blanks to complete their top six health tips.**

We asked doctors and health experts around the world for their top health tips. Do you want to know how you can stay healthy? Then read on!

Teen Health

Home Services Resources Contact



Welcome to Teen Health

1 ________________

Staying in shape is our most important tip. You can play football, or even go for long walks. It's OK, but make sure it's three times a week or more!

2 ________________

Getting plenty of rest is really important! It helps you to avoid depression and it helps you to concentrate at school. You'll also be fresher in the mornings!

3 ________________

You are what you eat! So make sure it's healthy food like fruits and vegetables, not junk food. It can help you to avoid obesity too.

4 ________________

It's so easy to get flu. We should all try to keep clean more. Then flu will find it harder to spread!

5 ________________

There are some great things to watch. But too much isn't good for you or your eyes.

6 ________________

Many of us love computer games, but we should spend less time playing them. Limit your time to just one hour, two or three days a week, or less.

A CLOSER LOOK 2

Grammar

Imperatives with *more* and *less*.

T can give Ss simple classroom commands. Eg: *stand up, sit down, raise your hand, open your book, close your book.* Ss do the command as T says it.

T writes the word IMPERATIVE on the board and explains to Ss that the imperative can be used for direct commands, orders or suggestions.

T asks Ss to read the yellow box. T may want to check Ss' comprehension by asking some comprehension questions. Eg: *When I feel tired, should I sleep more or less? What should I do if I am doing poorly in school? What should I do if I want to lose weight? Put on weight?*

1 T asks Ss to look at the four pictures and calls on Ss to tell the class what they see. T divides Ss into pairs and asks pairs to give advice to each person in the picture. In more advanced classes, Ss can also give reasons for the advice. T gives Ss two-three minutes to come up with ideas for advice and then T calls on some groups to share with the class.

2 T asks Ss to look at the yellow box again. T asks Ss to think about which six health tips are the most important to teens. Then, T asks Ss to discuss their ideas in pairs or groups of three.

T asks a few groups to share their ideas. T takes a quick class for the six most important health tips. T writes them on the board.

3 T asks Ss to read through the *Teen Health* website individually and complete the headings. T asks Ss if the ideas from the class and the ideas from the website are the same. T may want to encourage class discussion here about why some pieces of advice are more important than others.

Key:	**1.** Do more exercise!	**2.** Sleep more!
	3. Eat less junk food.	**4.** Wash your hands more.
	5. Watch less TV.	**6.** Spend less time playing computer games.

Compound sentences

When we want to join two ideas, we can link two simple sentences to form a compound sentence.
We can do this using a coordinating conjunction like *and* (for addition), *or* (for choice), *but* (for contrast), or *so* (for a result).

Example:

Independent clause	Coordinating conjunction	Independent clause
The Japanese eat a lot of rice,	**and**	they eat a lot of fish too.
You should eat less fast food,	**or**	you can put on weight.
The Americans eat a lot,	**but**	they do not do enough exercise.
Children do more exercise than adults,	**so**	they are more active.

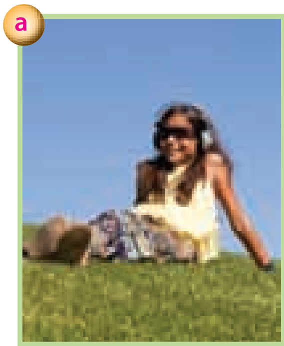


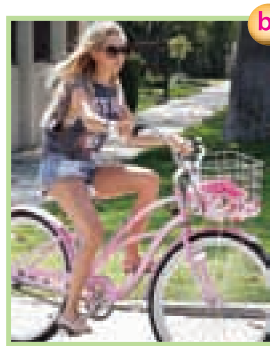
Remember!
There is usually a comma (,) after the first independent clause.

4 **Make compound sentences by joining the two simple sentences. Use the conjunction given. Remember to add a comma.**

1. I want to eat some food. I have a sore throat. (*but*)
2. The Japanese eat healthily. They live for a long time. (*so*)
3. I feel tired. I feel weak. (*and*)
4. You can go and see the doctor. You can go to bed now and rest. (*or*)

5 **Match the beginnings of the sentences with the picture that completes them.**

a

She should try to relax more

b

She does exercise too

1. Nick washes his hands a lot, so …
2. David eats lots of junk food, and …
3. The doctor told Elena she should sleep more, or …
4. My sister plays computer games, but …

c

He doesn't do exercise

d

He doesn't have flu

6 **Now, complete the second part of the compound sentences.**

1. Nick washes his hands a lot, so …
2. David eats lots of junk food, and …
3. The doctor told Elena she should sleep more, or …
4. My sister plays computer games, but …



Compound sentences

T asks Ss to read the first paragraph of the yellow box and asks: *What do we call a sentence made by linking two simple sentences?*

Answer: *A compound sentence.*

T asks Ss to read the second paragraph of the yellow box and asks again: *What does a coordinating conjunction do?*

Answer: *It joins two simple sentences.*

T divides the class up into three large groups. The first group is 'Independent Clause 1', the second group is 'Conjunction', and the third group is 'Independent Clause 2.' The whole class reads the table aloud. Each group chorally chants their part of the sentence when T calls out the name of their group.

Example:

T says: Independent Clause 1

Group 1 says: The Japanese eat a lot of rice.

T says: Conjunction

Group 2 says : AND

T says: Independent Clause 2

Group 3 says: they eat a lot of fish too.

The class repeats this process for the rest of the sentences in the table.

Once they have finished T asks the class: '*Where does the comma go in a compound sentence?*'

Answer: *It goes after the first independent clause.*

4 T asks Ss to complete the exercise individually. T corrects the exercise as a class.

Key: **1.** I want to eat some food, but I have a sore throat.
2. The Japanese eat healthily, so they live for a long time.
3. I feel tired, and I feel weak.
4. You can go and see the doctor, or you can go to bed now and rest.

5 T asks Ss to complete the exercise individually. T corrects the exercise as a class.

Key: **1.** d **2.** c **3.** a **4.** b

6 T asks Ss to complete the exercise individually. Call on some Ss to read the complete sentences.

COMMUNICATION

Extra vocabulary

myth	sleeping in
sushi	vegetarians
vitamins	

1 **Work in pairs. Discuss and write F (fact) or M (myth) for each statement.**

HEALTH FACTS OR MYTHS?

1. People who smile more are happier, and they live longer. ☐
2. Sleeping in at the weekend helps you recover from a busy week. ☐
3. Eat more fresh fish, like sushi, and you will be healthier. ☐
4. Sitting too close to the TV hurts your eyes. ☐
5. Pick up food you drop quickly, and it's safe to eat. ☐
6. Vegetarians don't get enough vitamins in their food. ☐

2 **Listen to the radio show about health facts or myths and check your answers in 1.**

3 **Discuss the following in groups.**

1. Which sentence are you most surprised by? Why?
2. Do you know any health facts or myths in Viet Nam?

4 **Work in groups. Think of some ideas about health that are true. Then think of some that are false.**

Example:

1. You can avoid some disease by keeping yourself clean. (This is true.)
2. You will turn orange when you eat a lot of oranges. (This is false.)

5 **Test another group to see how many of your health myths they can spot.**



COMMUNICATION

T can pre-teach the vocabulary in the **Extra Vocabulary** box or can ask Ss to look up the words in their dictionaries.

T writes the words Healthy and Unhealthy on the board. The class brainstorms about things that are healthy or unhealthy.

1 T divides the class into pairs and asks them to complete the exercise. T chooses a few groups to share their answers with the class. Encourage them to explain their choices.

Key: **1.** F **2.** M **3.** F **4.** F **5.** M **6.** M

2 First, T asks Ss to close their books, listen, and take notes. T plays the recording. Ss then open their books and correct their answers using their notes (or from memory). T then plays the recording again for Ss to check a second time.

Audio script:

A: So, can we smile more to live longer?

B: Yes, that's absolutely true.

A: Does sleeping in help you recover?

B: No, false. Waking up at the same time is better.

A: Should we eat more fresh fish, like sushi?

B: No. Sushi is great. But we shouldn't eat too much.

A: And sitting too close to the TV?

B: No, it's not how close you sit. It's how long you watch TV for.

A: How about picking up food we drop. Is it OK?

B: No, that's a myth! You shouldn't eat it, ever!

A: OK, last one. Do vegetarians get less vitamins?

B: No, that's false. You don't need meat to get your vitamins.

3 Depending on time, T can do this activity in pairs, as suggested in the SB, or by having a quick class poll and follow-up discussion.

4 T divides Ss into groups and has them complete the exercise. T sets a time limit.

5 When the time limit for exercise **4** is finished, T puts groups together to quiz one another. In order to keep things organised, each group chooses one spokesperson for the group. The spokesperson can consult his/her group, but the spokesperson is the only one who can answer.

Reading

1 **Quickly read the text. Match the correct headings with the paragraphs.**

1. Just the right amount
2. What is a calorie?
3. An expert's view

a
We need calories or energy to do the things we do every day: walking, riding a bike, and even sleeping! We get calories from the food we eat. If we eat too many, we can get fat. If we don't eat enough, we feel tired and weak.

b
People should have between 1,600 and 2,500 calories a day to stay in shape. Sports like riding a bike and running use a lot of calories. Sleeping and watching TV use less. Do you think you are eating more or less calories than you need?

c
Dr. Dan Law is a diet expert. He knows exactly how much people need to eat, so many people listen to his advice. His calorie tips? Eat less junk food, and count your calories if you're becoming fat.

2 **Find the following words/phrases in the text. Discuss the meaning of each word/phrase with a partner. Then check the meaning.**

- diet
- expert
- tip
- junk food
- stay in shape

3 **Now answer the following questions.**

1. What is a calorie?
2. What happens when we have too many calories?
3. What is a healthy number of calories per day?
4. Which activity uses a lot of calories?
5. Why do people listen to Dr. Law's advice?

Speaking

4 **Look at the table and discuss the following questions.**

1. Why do you think some activities use more calories than others?
2. Which activity uses more calories: gardening or walking?
3. How many calories do you use doing aerobics for 2 hours?
4. What do you think happens when we have too few calories, but use too many calories?

Activity	Calories used per hour
sleeping	60
watching TV	75
walking	230
gardening	275
aerobics	330
swimming	460
cycling	590
running	880

5 **Choose two or three activities you like to do. Complete the table about those activities.**

Activity	Number of hours (per day)	Total number of calories

6 **Present your table to the class. Try to include the following information:**

- what activities you do;
- how long you do them every day;
- how many calories you use doing these activities.



SKILLS 1

Reading

T writes the word CALORIE on the board. T may translate this into Vietnamese if necessary. T brainstorms with the class any words that they associate with CALORIE.

1 Before Ss start reading, T asks the class if anyone can guess what the reading will be about. After eliciting a few guesses, T asks Ss to complete the exercise. For weaker classes, T may want to put Ss in pairs. T can correct the exercise with the whole class.

Key: **1.** b **2.** a **3.** c

2 Put Ss in pairs and have them complete exercise **2**. Ss may use their dictionaries, but should be encouraged to write the meaning of the word as simply as possible and in their own words. T elicits the meanings of the words from different groups.

Key:
diet (n) – the food that you eat on a daily basis
expert – someone who has studied a lot about a subject or topic and understands it well
tip – an advice on how to do something quickly and successfully, usually from one's own experience
junk food – usually convienience food like Mc Donald, KFC ...
stay in shape – be fit and healthy

3 T asks Ss to complete the activity individually. T then corrects the answers with the class.

Key:
1. A calorie is energy that helps us do our everyday activities.
2. If we eat too many calories, we can get fat.
3. To stay healthy you need between 1,600 and 2,500 calories.
4. Sports like riding a bike and running use a lot of calories.
5. People listen to his advice because he is a diet/ nutrition expert.

Speaking

4 T draws Ss' attention to the table and explains that the activities are listed next to the number of calories used in one hour. T may ask comprehension questions such as '*If I do aerobics for three hours, how many calories will I use?*'

T puts Ss in pairs, or groups of three and asks them to discuss the questions. Call some groups to present their answers.

5 Ss complete the table individually.

6 Ss share their tables with their groups and, if time allows, with the class.

Listening

1 **Look at the picture below. Discuss the following questions with a partner.**

1. What sports do people do in the Olympics?
2. The Olympic sport below is sometimes called 'the Ironman event'. Why?



2 **Listen to the interview with an ironman. Tick (✓) the problems he had as a child.**

headache	stomachache	
toothache	allergy	sick

3 **Listen to the interview again. What advice does he give about preparing for the event?**

Do more exercise.
Eat more fruit/vegetables.
Sleep more.
Eat less junk food.
Watch less TV.

4 **Are the following sentences true (T) or false (F)?**

1. He wanted to do sports because of his friends. ☐
2. Taking up sports was easy. ☐
3. He takes part in this event only in Viet Nam. ☐
4. In this event, you swim, run, and climb. ☐
5. This event uses more than 6000 calories. ☐

5 **Discuss in groups.**

1. Why is the triathlon a difficult event?
2. Can you think of other Olympic sports that are harder/easier?
3. Would you like to try the triathlon one day? Why/Why not?

Writing

6 **Look at Dr. Law's advice page. Can you match the problems with the answers?**

1.

Dear Dr. Law,

I play computer games and watch TV a lot. My eyes feel really dry. What should I do?

Thanks in advance,

Quang

2.

Dear Dr. Law,

I love burgers and chips, but I'm putting on weight. What can I do?

Regards,

Barry

3.

Dear Dr. Law,

By the weekend I'm so tired. Do you think I should sleep in, or wake up at the usual time on Saturday and Sunday?

Thank you!

Tim

a.

Dear ____

I think you should set your alarm for 8 a.m., or 9 a.m. It's good to maintain your usual sleep pattern. Try to exercise, or do something healthy once you are awake.

Stay healthy,

Dr. Law

b.

Dear ____

You can start to count your calories. Then think about how much exercise you do. Eat less junk food, and exercise more. You should be fine.

Stay healthy,

Dr. Law

c.

Dear ____

You should try to rest your eyes. Also, try the 20-20-20 rule: every 20 minutes look away about 20 feet for 20 seconds. Easy to remember, right?

Stay healthy,

Dr. Law

Underline the word/phrase that Dr. Law uses to give advice.

7 **Work in pairs. Choose one of the problems. Student A writes the problem, and student B writes the reply.**

Anna: plays outside all day/has sunburn/has a temperature

Ngoc: feels weak/feels tired/sleeps in

Khang: eats too much/has stomachache/feels sick

SKILLS 2

Listening

T can draw the Olympic rings on the board and ask Ss what these represent. T can also brainstorm with Ss as a class different words that come to mind when Ss think of the Olympics.

1 Ask Ss to discuss the questions. T can extend the exercise by asking other questions. Eg: *What kind of person can do the Ironman? What kind of skills does a person need to do the Ironman?*

2 Ss listen to the recording and tick the health problems they hear.

Key: sick, allergy

Audio script:

A: Were you sporty as a child?

B: No, I always felt sick and weak. I had allergies too, so I always had a runny nose, and itchy skin.

A: When did that change?

B: My friends started doing sports. I wanted to, too. My sports instructor said 'Do more exercise, or continue to feel sick. It's up to you!'

A: Was it easy?

B: No! It was hard. I did more exercise, so my body ached. But slowly I felt better.

A: What do you do now?

B: I do triathlons around the world. It's a tough competition. You have to swim, run, and ride a bike. I use around 6,500 calories in one event!

A: How do you prepare?

B: Three great things to do before the race are: eat more healthy food, sleep more, and do more exercise. Then you'll be ready.

3 Ss listen to the recording again and choose the right response.

Key: Do more exercise, sleep more, eat more fruits/ vegetables

4 Have Ss complete the task individually. T checks as a class.

Key: **1.** T **2.** F **3.** F **4.** F **5.** T

5 T can divide the class into groups and give them a time limit for discussion and feedback as a class. Make sure Ss understand the word 'triathlon' in the listening.

Writing

6 Ss work in dependently to finish exercise **6**. T checks as a class.

Key: **1.** c **2.** b **3.** a

To give advice, you can use:

- *You should...*
- *You can...*
- *It will be good if you...*
- *Do something more/ less...*

7 T divides Ss into A and B then puts them into pairs. Each student in the pair writes a health problem and other Ss write responses. When Ss have written their responses T may ask some pairs to share their problems and responses with the class.

LOOKING BACK

Vocabulary

1 What health problems do you think each of these people has?

a *'Oh, I forgot to wear a sun hat today.'*

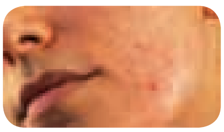
b *'I never remember to wash my face.'*

c *'I eat too much junk food, and I'm too weak to exercise.'*

d *'I think I ate something that wasn't good.'*

e *'I feel itchy and my nose is running.'*

2 Look at the pictures below. Write the health problem below each person.



1. ______________



2. ______________



3. ______________



4. ______________



5. ______________

Grammar

3 Complete the health tips below with 'more' or 'less'.

1. Eat __________ junk food. It makes you fat!
2. Wash your hands ________. You will have less chance of catching flu.
3. Sleep __________, but try to wake up at the usual time. Even at weekends!
4. Go outside ____________. If you do need to go outside, wear a sun hat.
5. Watch _____________ television. Looking at the screen for too long hurts your eyes.
6. Do ____________ exercise, and you will feel fitter and healthier.

4 Draw a line to link the sentences and a coordinator to form meaningful sentences.

I want to eat some junk food,	**so**	I can cycle to school.
I don't want to be tired tomorrow,	**but**	I should go to bed early.
I have a temperature,	**or**	I am putting on weight.
I can exercise every morning,	**and**	I feel tired.

Communication

5 Choose one of the following health problems. Role-play a discussion. Student A is the patient. Student B is the doctor.

have sunburn	putting on weight
have toothache	have an allergy
have a cough and a runny nose	

Example:

A: Hi doctor. I feel weak and sick.

B: Did you have enough calories? You should eat more, and I think you should get more exercise too.

A: OK. Thank you doctor.

6 Discuss the following sentences about health with a partner. Do you think they are facts or myths?

Example:

When you have a headache, you should rub an egg on your head.

A: I don't think this is true. It's a myth.

B: Yes, I agree. /No, I disagree. I heard it's true.

1. Going outside with wet hair gives you a cold or flu.
2. Eating more fresh fish makes you smarter.
3. Eating more carrots helps you see at night.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about health problems			
• give health advice with imperatives with *more* and *less*			
• form compound sentences			

LOOKING BACK

Encourage Ss to complete the exercises without referring to the unit. Ss should note down their results so they can complete the **Finish Now I can!** table.

Vocabulary

1 Ss can complete this task individually or in pairs. Ss should be encouraged to write down their answers. T can correct the exercise on the board to check spelling.

Key: **a.** sunburn **b.** spots **c.** put on weight **d.** stomachache **e.** flu

2 If time permits, T can ask Ss what they see in each picture. After a brief discussion, Ss can complete the exercise individually. T corrects as a class.

Key: **1.** spots **2.** putting on weight **3.** sunburn **4.** stomachache/ sick **5.** flu

Grammar

3 Ss can complete the exercise individually. T corrects as a class.

Key:	**1.** less	**2.** more	**3.** more
	4. less	**5.** less	**6.** more

4 Ss can do the exercise individually or with a partner.

Key:

1. I want to eat some junk food, but I am putting on weight.
2. I don't want to be tired tomorrow, so I should go to bed early.
3. I have a temperature, and I feel tired.
4. I can exercise every morning, or I can cycle to school.

5 T can divide Ss into pairs. T can ask one pair to come up and role-play the example in the book. T then asks Ss to create their own role-plays from the sample problems in the book. Choose a pair or two to do their role-plays in front of the class.

6 Ss can remain in the same pairs as in exercise **5** and discuss the sentences in **6**. T can set a time limit and after a few minutes Ss can report back to the class. The class can decide what's true and what's a myth.

Ss can complete the **Now I can!** table. Based on the results T can review any sections that the class had difficulty with.

PROJECT

HEALTH SURVEY



In groups, write questions for a survey about people's health problems in your school or community.



1. Write the questions.
2. Collect the answers from the survey.
3. Find out what health problems are most popular.
4. Present your findings to the class.

PROJECT
Health Survey

This project can either be done in class or as homework. T writes the word SURVEY on the board and makes sure that all Ss know what a survey is.

1 T divides the class into groups and each group comes up with questions to find out more about health problems of the people around them. Ss can ask other groups in class or ask people outside of the class (other students/teachers in school, family members, friends).

2 If done in class, the groups should discuss the main health problems they discovered and what they would like to do to fix them. T may assign extension activities (i.e. making a poster, a song, etc.) for homework or extra points.

If done at home, some Ss can make a brief report about the health problems they discovered and tell their groups/ the class about what they found.

Unit 3 COMMUNITY SERVICE

THIS UNIT INCLUDES:

VOCABULARY
Community service and volunteer work

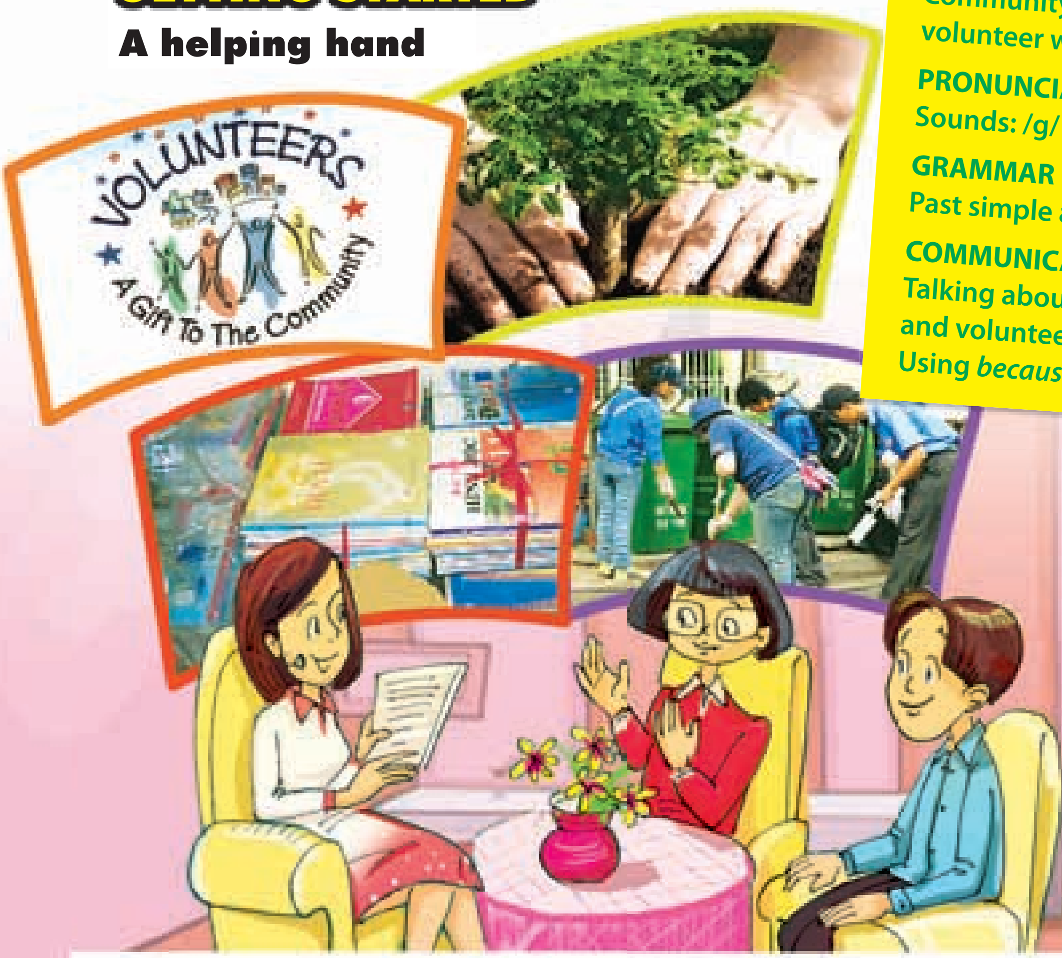
PRONUNCIATION
Sounds: /g/ and /k/

GRAMMAR
Past simple and present perfect

COMMUNICATION
Talking about community service and volunteer work
Using *because* for giving reasons

GETTING STARTED

A helping hand



1 **Listen and read.**

Reporter: Today on *Global Citizen* we interview Mai and Phuc from Hai Ba Trung School. Hi Mai, could you tell us about community service?

Mai: It's the work you do for the benefits of the community.

Reporter: Have you ever done volunteer work?

Mai: Yes. I'm a member of *Be a Buddy* – a programme that helps street children. Last year we provided evening classes for fifty children.

Reporter: Wonderful! What else have you done?

Mai: We've asked people to donate books and clothes to the children.

Reporter: Wow, that certainly makes a difference … And you Phuc, you're from *Go Green?*

Phuc: Yes, it's a non-profit organisation that protects the environment. We've encouraged people to recycle glass, cans, and paper. We've cleaned streets and lakes …

Reporter: Did you start a community garden project last month?

Phuc: Oh yes, so far we've planted …

Objectives:

By the end of this unit, Ss can:

- pronounce words containing the sounds /g/ and /k/ in isolation and in context
- use lexical items related to community service and volunteer work
- understand the difference between the past simple and the present perfect
- use the time expressions that go with the past simple and the present perfect
- read for specific information about community service and volunteer work
- listen for specific information about volunteer work
- write a paragraph about volunteer work

GETTING STARTED
A helping hand

Introduction

To start the lesson, write 'Green Summer Campaign', 'working for the community', and 'having a beach holiday' on the board. Ask Ss to guess which two phrases connect to each other. Once Ss have found the answer, ask them why they think 'green summer' relates to 'working for the community', and what activities a person can do. If T has some volunteer experience, he/ she can share with the class.

1 Ask Ss to open their books to the picture. T can ask Ss prediction questions about the picture. For more able classes, brainstorm questions with Ss and write them on the board. Questions may include:

- *What can you see in the picture?*
- *Who do you think they are?*
- *What are they talking about?*

Ss answer the questions as a class. T plays the recording and has Ss follow along. After the first listening, T asks Ss to recall information from the listening.

- *Global Citizen* is_________ (the name of the radio programme).
- *Hai Ba Trung School* is_________ (the school where Mai and Phuc go to).
- *Be a Buddy* is_________ (the organisation that Mai is from).
- *Go Green* is_________ (the organisation that Phuc is from).

a **Read the conversation again and tick (✓) true (T) or false (F).**

	T	F
1. Mai and Phuc work for the benefits of the community.		
2. *Be a Buddy* has collected books and clothes for street children.		
3. *Be a Buddy* has provided education for street children.		
4. *Go Green* is an environmental business.		
5. *Go Green* has encouraged people to recycle rubbish.		

b **Read the conversation again. Answer the questions.**

1. What do you think the phrase 'make a difference' means?
2. Can you guess what *Go Green* does in their community garden project?
3. How do you think the community garden project 'makes a difference'?

2 Look at the words in the box. Can you put them in the right groups?

(Hint: some words may belong in more than one column).

donate, volunteer, provide, environmental, help, recycle, clean, benefit, plant, encourage

Nouns	Verbs	Adjectives

Look out!

There are many words that are both verbs and nouns, e.g. *volunteer, plant, help, benefit,* etc. Can you think of some more examples?

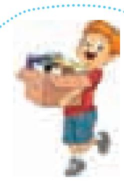


3 Fill the gaps with the words in the box.

donate, volunteer, community service, make a difference, homeless people

1. You are a ____________ if you help other people willingly and without payment.
2. ____________ are those who do not have a home and really need help.
3. She often ____________ money to charitable organisations.
4. The activities that individuals or organisations do to benefit a community are called ____________.
5. If you are trying to ____________, you are trying to have a good effect on a person or situation.

4 Describe the pictures with the verbs in 2.



1. ________ books



2. ________ trees



3. ________ children do homework

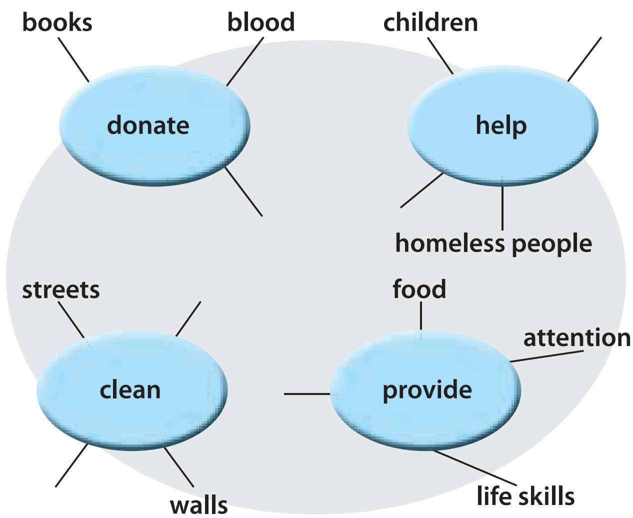


4. ________ streets



5. ________ rubbish

5 Create word webs.



6 Game: VOCABULARY PING PONG

In pairs, stand face-to-face with your partner. Think about the topic of this unit, *Community Service*, and the new words you learned above. To start the game, partner A says a new word and partner B says the first related word that comes to mind. Keep the words going back and forth as quickly as possible until the teacher says stop.

Example: ***Partner A:*** provide
Partner B: food
Partner A: homeless people
Partner B: help

a Ss work individually to answer the questions. Ss compare their answers with a partner and then discuss as a class. T goes through each statement and asks Ss how the text in the dialogue supports their answers. After the discussion, T writes the correct answers on the board.

Key: 1. T 2. T 3. T 4. F 5. T

(T may explain the differences between an environmental **non-profit organisation** and an environmental **business**.)

b Have Ss look at where the phrase 'make a difference' is located in the conversation (*People donate books and clothes to street children, and that makes a difference*). Ask Ss to think about how books and clothes can help to better the children's lives. If needed, explain to Ss that 'make a difference' means doing something good, especially to improve a situation.

Then ask Ss if they know of a community garden in their neighbourhood. Have Ss discuss the last two questions in pairs. Then T elicits answers as a class.

2 Ss work individually to do the task then compare their answers with a partner. Tell Ss they can put some words in more than one column. T writes correct answers on the board.

Key:

Nouns	Verbs	Adjectives
help benefit volunteer plant	donate help benefit volunteer recycle plant provide clean encourage	clean environmental

Draw Ss' attention to the **Look out!** box. Ask Ss to identify the words in exercise **2** which can be both verbs and nouns, or verbs and adjectives. Ask Ss if they can add more examples of the words they know.

3 Ss complete the exercise individually then T checks the answers as a class.

Key: 1. volunteer 2. Homeless people 3. donates
4. community service 5. make a difference

4 T may tell Ss to look at the list of the verbs Ss have already got from exercise **2**.
Have Ss complete the exercise in pairs or individually.

Key: 1. donate 2. plant 3. help 4. clean 5. recycle

5 T draws the word webs on the board. Have Ss work in groups to complete the word webs on a sheet of paper. Encourage Ss to think of as many words as possible. When time is up, swap the sheets among groups to check each other's answers. Together with the class T elicits answers to complete the word webs on the board. Then ask each group to count how many correct words their friends' group has. The group who has the most correct words is the winner.

Key: **donate:** books, blood, money, clothes, toys, etc.
help: children, homeless people, old people, the poor, etc.
clean: streets, walls, lakes, rivers, beaches, etc.
provide: food, attention, life skills, education, houses, help, books, etc.

6 **Game: Vocabulary ping pong**

Model the game with a student first, then have the class play the game as instructed.

A CLOSER LOOK 1

Vocabulary

1 **Choose the phrases that match the pictures below. Write them in the spaces provided.**

people in a flooded area
sick children
homeless people
elderly people
disabled people



1. ____________________



2. ____________________



3. ____________________



4. ____________________



5. ____________________

2 **In pairs, take turns describing the people above. Your partner guesses which picture you are talking about. Then, discuss how you can help the people in these situations.**

Example:

Student A: They're not feeling well. They can't go and play outside. They have to stay in the hospital all day.

Student B: Are they sick children?

Student A: Yes! How do you think we can help them?

Student B: We can donate some toys, and we can go to visit them!

3 **a** **Look at the photos. Which problems does each community have to face? Write a, b or c next to the words in the table below.**



rubbish	
traffic jams	
too many advertisements	
dirty beaches	
no trees	
graffiti	

A CLOSER LOOK 1

Vocabulary

T may bring a big picture of people in need to class (e.g. children in mountainous areas who do not have enough books). Have Ss discuss what difficulties they think people in that situation face, and what they need.

1 Let Ss do the matching individually. T writes the correct answers on the board then asks Ss to discuss these questions as a class: *'What do you see in the pictures?' 'What are the difficulties they face?' 'What do they need?'*

Key: **1.** disabled people **2.** elderly people **3.** homeless people **4.** sick children **5.** people in a flooded area

2 T can ask Ss about how the people in each of the situation in **1** can be helped.

Divide Ss into pairs to do the task. Once Ss have finished, elicit ideas from the whole class.

3 **a** Ask *'What do you see in the photos?' 'Does our community have similar problems?'* Tell Ss the provided words include solutions as well. Then have Ss work individually to complete the task.

Key:

rubbish	a
traffic jams	c
too many advertisements	b
dirty beaches	a
no trees	c
graffiti	b

b **In pairs, talk about the problems in a and provide the possible solutions.**

Example:

Student A: Traffic jams are a big problem for our community.

Student B: What can we do to reduce traffic jams?

Student A: We can help by using public transport.

Pronunciation

/g/ and /k/

4 Listen and repeat.

community go colour green
garden clean glass give clothes

5 Listen and circle the words you hear.

/g/	/k/
gold	cold
green	keen
globe	clothes
girl	curl
goal	coal

6 Listen and repeat.

1. *Go Green* protects the environment.
2. The girl with the curls is so cute!
3. Last year we started a community garden project.
4. He's collected clothes for street kids for two years.
5. She likes the colour gold.

7 Game: STAND UP, SIT DOWN

Choose an action for each sound (e.g. sound /g/ is 'stand up', sound /k/ is 'sit down'). In groups of five, one student calls out one word from **4** and the group performs the action according to the sound they hear. The student who is the slowest to do the action correctly will call out the next word.

Grammar

Past simple and present perfect

1 a Listen again to part of the conversation. Underline the past simple or the present perfect.

Reporter: Have you ever done volunteer work?

Mai: Yes. I'm a member of *Be a Buddy* - a programme that helps street children. Last year we provided evening classes for fifty children.

Reporter: Wonderful! What else have you done?

Mai: We've asked people to donate books and clothes to the children.



b When do we use the past simple? When do we use the present perfect? Can you think of the rule?

Past simple

We use the past simple for an action that started and finished in the past.

Last year we provided evening classes for fifty children.

Present perfect

We use the present perfect for an action that happened some time before now. The exact time is not important.

We've asked people to donate books and clothes to the children.

b Have Ss work in pairs to work out some solutions to the problems in **a**. Once Ss have finished, elicit their ideas as a class.

Pronunciation

/g/ and /k/

4 Play the recording and ask Ss to repeat. T may pause the recording to drill difficult items. T may play the recording as many times as necessary.

5 Tell Ss that they will hear one word from each row. Play the recording and instruct Ss to circle the word that they hear. After giving correct answers, have Ss practise both words (the minimal pairs) from each row.

Audio script: cold green clothes girl goal

6 Play the recording and ask Ss to repeat. T may use back-chaining technique if Ss find it difficult to read the sentences. T begins with the last word of the sentence for Ss to repeat. T continues to read the words in reverse order for Ss to repeat until the beginning of the sentence.

7 Model this game with two Ss first before dividing Ss into groups.

For more advanced classes, T may ask Ss to think of other minimal pairs as in the table in **5**. Ss can make their own tables for further practice.

A CLOSER LOOK 2

Grammar

Past simple and present perfect

Introduction

Ask Ss to keep books closed. Write the following on the board:

I went to Hoi An last year.	(1)
I have been to Hoi An.	(2)

Draw their attention to the difference between sentence (1) and sentence (2) by asking Ss questions such as: *When do you think these actions happened: in the past, at present, or in the future? Which sentence tells you exactly when it happened?*

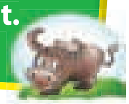
Explain: Both sentences say that the person spent some time in Hoi An in the past, but sentence (1) describes a particular trip which happened last year, while sentence (2) emphasises that the person had an experience of Hoi An and does not focus on when it exactly happened.

1 **a** Have Ss open the books and do the exercise **1** individually. Ask Ss to identify the difference between the actions they have underlined *'Last year we provided evening classes for fifty children'* and *'We've asked people to donate books and clothes to the children.'*

b T shows Ss the rule box, and asks them to try to work out the rule first. Ask them if they know the time expressions that often go with the past simple and the present perfect.

Remember!

- **We often use specific time expressions (e.g. *yesterday, last month, two years ago*) with the past simple.**
- **We often use *ever, never, so far, several times,* etc. with the present perfect.**



2 **Past simple or present perfect? Put the verb in brackets into the correct form.**

1. They (clean) the beach one week ago.
2. They (collect) hundreds of books so far.
3. I (collect) stamps when I was a child.
4. She (fly) to Da Nang many times but last year she (go) there by train.
5. You ever (see) a real lion? No, but I (see) a real elephant when we went to the zoo last month.

3 **Choose the best answer.**

1. ________________ your homework yet?
   a. Are you doing
   b. Have you done
   c. Do you do
2. Yes, I __________________ it already.
   a. am doing
   b. have done
   c. do
3. Dickens __________________ a lot of novels.
   a. has written
   b. writes
   c. wrote
4. Her mother __________________ three books. She is going to start the fourth one soon.
   a. has written
   b. writes
   c. wrote
5. I think I __________________ him before.
   a. meet
   b. met
   c. have met
6. Oh, yes! Now I remember. I ________________ him when I was in Hoi An. He was our guide!
   a. meet
   b. met
   c. have met

4 **With a partner, write sentences about yourself in the past simple and the present perfect. Use the words from the box below.**

last December	one hour ago
never	so far
five years ago	in 2011
already	before
when I was a child	yesterday
three times	once
last spring	yet
ever	

5 **In pairs, student A looks at the fact sheet below and student B looks at the fact sheet on page 33. Each student asks and answers questions about the fact sheet to complete the information.**

Example:

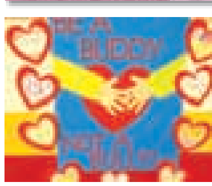
Student A: What happened in 2011?

Student B: *Be a Buddy* was established in 2011. What did *Be a Buddy* do in 2012?

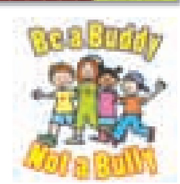
Student A: In 2012 . . .

Student A

Be a Buddy	Go Green
2011: ________________	2011: Go Green was established
2012: *Be a Buddy* started 'A Helping Hand' programme for street children.	2012: ________________
Activities so far	**Activities so far**
1. Collecting books and clothes for street children.	1. ________________
2. ________________	2. Cleaning up streets and lakes. Planting flowers and trees.







Go through the **Remember!** box with Ss. Ask them to make sentences with these words and add more time expressions if they can.

2 Ask Ss to complete the exercise individually. Then give feedback as a whole class activity. Before giving correct answers, T asks Ss which phrases in the sentences help them to decide if the verb should be in the past simple or the present perfect.

Key:	**1.** cleaned	**2.** have collected	
	3. collected	**4.** has flown; went	**5.** Have you ever seen; saw

3 Ss do the exercise individually, then compare the answers with a partner. T writes the correct answers on the board. T may explain the differences between the past simple and the present perfect in sentences 3-4 and 5-6.

Key: **1.** b **2.** b **3.** c **4.** a **5.** c **6.** b

4 Ss write sentences about themselves using the time expressions, then share them with a partner. If time is short, the work can be divided between two Ss, but T should ensure that all items are covered.

5 Remind Ss of what they have learnt in **Getting Started** about 'Be a Buddy' and 'Go Green'. Divide Ss into pairs. Tell Ss that they will need to use the past simple and the present perfect to complete this task.

Remind Ss that this is a speaking activity and that they should communicate in completed sentences. While Ss do the task, go round to monitor to ensure they do not just look at fact sheet and say out the phrases for each other to copy down. Take notes of any common errors and correct them as a class later.

COMMUNICATION

Extra vocabulary

tutor nursing home blanket
shelter mural sort

WAYS TO CHANGE THE WORLD



1 **Look at the photos and read about the following volunteer activities for teenagers in the United States.**

- Tutor a younger child or provide homework help before or after school.
- Recycle things, and teach others how to do so.
- Plant trees in public areas where the whole neighbourhood can enjoy them.
- Donate blood.
- Talk to and sing for the elderly at a nursing home.
- Make blankets for children who are very ill.
- Cook a meal at a shelter for homeless youths and families.
- Paint a mural over graffiti.



2 **Look at the photos about community service in Viet Nam. Match them with the activities.**



a. Volunteering to give information in bus stations and railway stations.
b. Offering coupons for free chicken noodle soup for the poor in Ha Noi.
c. Giving away warm clothes to homeless people in Ha Noi.
d. Offering meals at 5,000 VND for the poor in Quang Nam Province.
e. Tutoring children from poor families in Ho Chi Minh City.

3 **Work in groups. Discuss the benefits each activity may bring to the community. Share your answers with the class.**

4 **Ask each other: *Have you ever done any of these activities?* Choose three activities that you want to try. Why do you want to do them?**

COMMUNICATION

Introduction

Elicit different volunteer activities from Ss. Tell Ss to think of the activities both in the local community/ city/ town/ Viet Nam, and from other places that they may have read about, or seen in books, on TV, or the Internet, etc.

Refer to any words in the **Extra vocabulary** box that Ss haven't known yet and ask Ss to try to guess what the meanings are, and how that may relate to community services and volunteer work.

1 Ask Ss to look at the photos and describe what they see. Then tell them to compare their ideas with the provided activities.

2 This can be done as a whole class activity. Tell Ss now they will learn about volunteer activities in Viet Nam. Ask Ss what they think the volunteers in the photos are doing. If Ss cannot recognise the activities, draw Ss' attention to small details in the photos such as words written on the coupons, or in the poster. Then do the matching together with Ss. After that, T may ask if Ss know any other actual information about these volunteer activities, or if they know any other similar activities that take place in Viet Nam.

Key: **1.** b **2.** c **3.** e **4.** a **5.** d

3 Ask Ss to complete the exercise in groups. Each group chooses one person from the group to report back to the class.

4 This can be done as a mingling activity, where each student has to interview at least three classmates. Ss should take notes of their classmates' answers so that they can share the most interesting answers with the class later.

If it is not suitable to do mingling (because of the class size, arrangement, etc.), this activity can be done in pairs or in groups.

SKILLS 1

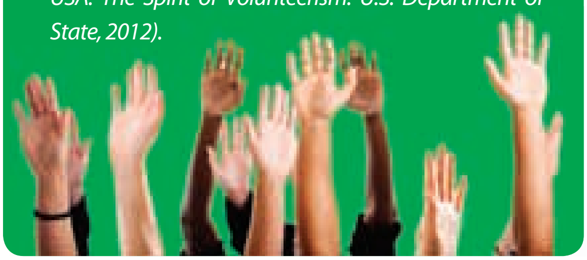
Reading

1 **Read the text about volunteer work in the United States.**

In the United States, almost everyone, at one time or another, has been a volunteer. According to U.S. government statistics, about one-fifth of the American population does volunteer work each year. Americans have had the tradition of volunteering and helping one another since the early days of the country.

Americans volunteer not because they are forced or paid to do it. They enjoy it! Traditional volunteer activities include raising money for people in need, cooking and giving food, doing general labour (such as clean-up projects and home repair), providing transportation (such as giving rides to the elderly), and tutoring/mentoring young people.

(adapted from "Volunteering: An American Tradition" by Susan J. Ellis and Katherine H. Campbell in eJournal USA: The Spirit of Volunteerism. U.S. Department of State, 2012).



2 **Decide if the following statements are true (T) or false (F).**

	T	F
1. According to the text, nearly every American has done volunteer work in his or her life.		
2. Every year almost one in five Americans works as a volunteer.		
3. Americans have been volunteering for less than 50 years.		
4. Americans volunteer because they are forced to do it.		

3 **Which of the activities below are traditional volunteer activities in the United States? Tick (✓) the boxes.**

1. providing care for animals	
2. raising money	
3. cooking meals	
4. donating blood	
5. cleaning streets	
6. teaching young children	

Speaking

4 **Idea bank: Fill in the table with your ideas for volunteer activities.**

To raise money, we could …	To provide food, we could …	To help repair things, we could …	To help people with transportation, we could …	To tutor young children, we could …
• make postcards and sell them	• cook food and bring it to street children			

5 **Work in groups. Share the ideas in your idea bank with your group members. Then, use the most interesting ideas to create a new group idea bank and share it with the class.**

Example:

A: We could make postcards and sell them to raise money.

B: What types of postcards?

C: Where should we sell them?

SKILLS 1

Reading

1 Ask Ss to read the text and underline any words they don't know. As a whole class, T and Ss discuss any unfamiliar words from the text.

2 Remind Ss of some of the American volunteer activities they learnt about in the last lesson (**COMMUNICATION**). Call on Ss to read the statements from exercise **2** aloud. Ask Ss to guess if the statements are true or false.

Ss work individually. T asks Ss to explain their choices (with support from the text) before giving corrective feedback.

Key: **1.** T **2.** T **3.** F (The text says Americans have had the tradition of volunteering since the early days of the country.)

4. F (Americans volunteer because they enjoy it, not because they are forced or paid to do it.)

3 Ask Ss to read the passage again and answer the questions. Correct the answers as a class.

Key:

1. providing care for animals	
2. raising money	✓
3. cooking meals	✓
4. donating blood	
5. cleaning streets	✓
6. teaching young children	✓

Speaking

4 Give time for Ss to work individually to complete this task. Encourage them to think of all the volunteer activities they have learnt so far in this unit, and any other activities that they know. Tell Ss they only need to write in note form and not in full sentences.

5 Divide the class into groups of four or five. Explain that after each person shares his or her ideas from **4**, the group will need to choose one idea and develop it in more details.

For example, if the group chooses the idea 'make postcards and sell them' as a way to raise funds, they will need to think of answers to questions such as: *What types of postcards? What are the postcards made of? What is written on the postcards? Who can make the postcards? Where should the postcards be sold? How will we let people know about our project?*

If time allows, each group can give a short presentation about their idea bank to the class.

SKILLS 2

Listening

1 Discuss the following questions.

- Who do you think benefits from volunteer work?
- How do people benefit from volunteer work?

2 Listen to the recording and answer the questions.

1. Why does Phuc do volunteer work?
2. Why does Phuc feel more self-confident?
3. Why does the reporter think Phuc is confident?
4. Why does Mai think volunteering is special?



Good for you ...

Good for others.

3 Listen again and fill in the blanks.

1. I ____________________ because I can make a difference in our community.
2. I've made many new friends, and I ____________ much more self-confident.
3. Volunteering is special to me _______________ I can help others.
4. It's special ______________ I can see how happy the ________________ are when they learn.

Writing

Study skills – Giving reasons

Giving reasons for your ideas and opinions makes your speaking and writing more interesting and convincing.

Example: *I volunteer because it makes a difference in our community.*

Remember!

We can use linking words (e.g. *because*) to join ideas and give reasons.

- **Clause 1 + *because* + Clause 2 (reason).** *I like her because she's kind.*
- ***Because* + Clause 2 (reason), + Clause 1.** *Because she's kind, I like her.*



4 Combine the two sentences using *because*.

1. He didn't wear enough warm clothes. He's had a cold for two days.
2. It rained. I stayed home.
3. The lake is full of rubbish. They've decided to clean it up.
4. She works in that small town. She's lived in that small town for three years.
5. The neighbourhood is nice and quiet. They think they should move there.

5 Look at your volunteer ideas in Speaking 4. Choose one idea and write a short paragraph about it.

- What do you want to do?
- Why do you want to do it? (Why is it necessary? Why is it interesting?)
- How are you going to do it?

Example:

I want to raise funds for street children. I want to do it because we will be able to provide them with food and books. They will no longer be hungry. They will be able to read. I will ask my friends to help me. We will make postcards and sell them.

A CLOSER LOOK 2
(continued from page 30)

Student B

Be a Buddy	Go Green
2011: *Be a Buddy* was established.	2011: ______________ ______________
2012: ______________ ______________	2012: *Go Green* started a clean-up project on every first Sunday.
Activities so far	**Activities so far**
1. ______________ ______________	1. Helping people to recycle rubbish.
2. Making toys for children in need.	2. ______________ ______________

SKILLS 2

Listening

1 Ask Ss to choose a volunteer idea from the previous lessons. Ask the class: *'Who do you think benefits from that volunteer work?' 'In what way?'*
Then discuss as a class the two questions in exercise **1**. If T has some volunteer experience himself/herself, T can talk about it with the class.

2 Remind Ss of the interview between the *Global Citizen* reporter and the two students Mai and Phuc from Hai Ba Trung School who do volunteer work with *Be a Buddy* and *Go Green*. Recall what happened in the first part of the interview (in **Getting Started**). Ask Ss if they can guess what Mai and Phuc will talk about in the second part of the interview.

Play the recording and elicit from Ss the gist of this recording. (It's about the benefits Mai and Phuc think that volunteer work brings about.)

Play the recording as many times as necessary and have Ss answer the questions. Note that another purpose of this exercise is to prepare Ss for the *Writing* section later where they learn how to give reasons for their ideas and opinions.

Key:

1. Phuc does volunteer work because he thinks it makes a difference in the community.
2. Phuc feels more self-confident because he has made many new friends.
3. The reporter thinks Phuc is confident because Phuc has answered the interview very well.
4. Mai thinks volunteering is special because she can help others, and because she can see how happy the children are when they learn.

Audio script:

Reporter: So Phuc, why do you volunteer?

Phuc: I volunteer because it makes a difference in our community. We can encourage people to protect the environment and our community will be a better place.

Reporter: Do you think volunteering is good for yourself too?

Phuc: Oh yes, I've made many new friends, and I feel much more self-confident.

Reporter: I agree. You've answered the interview very well ... And you Mai?

Mai: Volunteering is special to me because I can help others. It's special because I can see how happy the children are when they learn.

3 Play the recording again and let Ss fill in the blanks.

Key: **1.** volunteer **2.** feel **3.** because **4.** because, children

Writing

4 Go through the **Study Skills** box with the class. Explain that 'because' is used to introduce the reason for something, and it can be put at the beginning of the sentence or in the middle. For exercise **4**, Ss will need to identify which sentence is the reason.

LOOKING BACK

Vocabulary

1 Match the verbs in blue with the correct words in the box.

Verbs	Words
donate	evening classes
provide	food
help	care
	the community
	books
	education
	homeless people
	clothing
	attention
	the elderly
	blood
	the disabled

Grammar

2 Circle the best answer.

1. Because Minh has (ever, never, ago) worked for a charity shop, he really wants to do it.
2. (Already, Last week, So far) we visited sick children in Viet Duc Hospital.
3. Nhung has (already, many times, ever) finished all the homework.
4. Have you read that book (yet, ever, never)?
5. Yes, I finished it (three times, so far, yesterday).

3 Put the verbs in the *past simple* or the *present perfect*.

1. He thinks she's the most kind-hearted girl he __________ ever (meet) ______________.
2. She (visit) __________ Hue when she was a child.
3. She (visit) ____________ Hue once.
4. How many plays _________ Shakespeare (write) _________?
5. How many plays ________________ she (write) ____________ so far?

4 Finish the sentences below.

1. They've decided to buy that car because ______.
2. Put on your warm coat because _____________.
3. We like her because ___________________________.
4. Let's help the street children because _________.
5. Because she loves her students, _____________.

Communication

5 Role-play. Student A is a reporter and student B is a volunteer. Student A asks the questions and writes down student B's answers. Then swap your roles. Use the following questions as prompts:

- When did you start working for your organisation?
- Why did you decide to volunteer?
- What have you done so far with (name of organisation)?
- Was there anything that made you happy with your work last month?

Student A
You joined *Our Town* 6 months ago because you wanted to introduce Vietnamese culture to foreigners, and to practise English. You have given tours in English, and helped visitors to play traditional Vietnamese games. Last month you felt happy when you received a thank-you letter from two Australian visitors who liked the tours very much.

Student B
You joined *Big Heart* 2 years ago because you wanted to help people in hospital. You have donated blood twice, and given presents to sick children. Last month you felt happy when you made a Mid-Autumn Festival lantern yourself and gave it to a little girl in hospital who loved it so much.

Finished! Now I can …	✓	✓✓	✓✓✓
• talk about community service and volunteer work			
• use *because* to give reasons			
• know when to use the past simple and when to use the present perfect			

For a more advanced class, T may introduce *as* and *since*, which are similar in meaning and use to *because*.

Key: (Answers with 'because' put in another suitable place are also correct.)

1. Because he didn't wear enough warm clothes, he's had a cold for two days.
2. I stayed home because it rained.
3. Because the lake is full of rubbish, they've decided to clean it up.
4. Because she works in that small town, she's lived there for three years.
5. They think they should move there because the neighbourhood is nice and quiet.

5 Tell Ss now they will write a paragraph using the ideas they generated in Speaking **4**. If time is short, T may ask Ss to make notes in class then develop the notes into a paragraph as homework.

LOOKING BACK

This is the review section of the unit. Encourage Ss to complete **Looking Back** without referring to the previous sections in the unit.

Ss should record their results for each exercise in the **Looking Back** section in order to complete the final **Finished! Now I can** ... assessment and identify areas for review.

Vocabulary

1 Ss complete this exercise individually. Less advanced classes can complete this exercise in pairs. Tell Ss that some words in the box can be matched with more than one verb in blue.

Key: donate: food, books, clothing, blood
provide: evening classes, food, care, books, education, clothing, attention
help: the community, homeless people, the elderly, the disabled

Grammar

2 Ss complete this task individually.

Key: **1.** never **2.** Last week **3.** already **4.** yet **5.** yesterday

For more advanced classes, T may ask Ss to explain why the option they choose is suitable to complete the sentences but the other two options are not.

3 Ss complete this task individually then share their answers with a partner and/ or the class. Before giving correction, T may ask Ss to explain the differences between sentences 2 and 3, and 4 and 5. T can quickly review the past simple and present perfect if necessary.

Key: **1.** has ever met **2.** visited **3.** has visited **4.** did ... write **5.** has ... written

4 Ss complete the exercise individually or in pairs.

Suggested answers: **1.** the engine is very good **2.** it is going to be cold this evening **3.** she's kind **4.** they are not as lucky as we are **5.** she works very hard to improve her teaching

If time allows, T may ask Ss to swap their writings with each other for peer correction.

PROJECT

Your volunteer work

Take part in the volunteer activities in your community. Report your experiences.

OR

Start your own volunteer project! Work in groups and develop your ideas into a real class or school project.



Think about your local area. What needs to be done to make things better? What can you do to help?

____

____

____



Think about your classroom. Is there anything that needs to be done? What can you do to help?

____

____

____



Think about your school. What needs to be done to make it a better place? What can you do to help?

____

____

____

____



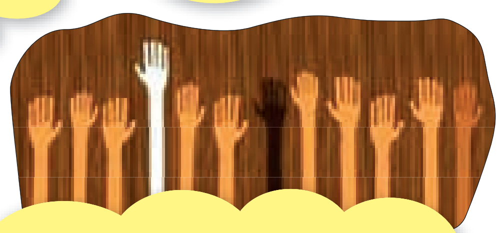
Think about your classmates. Are there friends who need help? What can you do to help your friends?

____

____

____

____



Think about the people in your local community. What do they need? What can you do to help?

____

____

____

COMMUNICATION

5 Divide Ss into pairs. Tell Ss to read their role cards and ask and answer questions with each other. If time permits, T may ask Ss to role-play in groups of 3: One student is a reporter interviewing the other two about their volunteer work. (T may refer to the *Global Citizen* interview.)

Then Ss can role play the interview for the class.

Finished! Now I can ...

T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas the Ss have mastered.

PROJECT
Your volunteer work

This project can be done in two ways:

1 Ss propose their own volunteer project: Give Ss several days to complete the project, and ask them to present their project in the form of a poster. If the project is useful and practical, T can help, or ask the school to help, to realize the proposal.

2 Ss take part in volunteer activities: T can ask Ss to find out about local volunteer projects. Ss will write a paragraph about the activities and how they plan to take part in them. (Ss may look at the reading text in the Workbook, Unit 3, to get some ideas on how to start to volunteer.)

In either case, ask Ss to go through the questions as they will help them to generate ideas.

REVIEW 1 (UNITS 1-2-3)

LANGUAGE

Pronunciation

1 **Listen and tick (✓) the word if it is the same as the word you hear and cross (×) it if it is different.**

1	lock	2	community	3	kind	4	cracker
5	flavour	6	fear	7	cream	8	grocer
9	vampire	10	beard	11	fruit	12	vary

2 **Choose the word whose underlined part is pronounced differently.**

1. A. high B. rough C. tough D. laugh
2. A. bag B. frog C. original D. flag
3. A. hurricane B. scarf C. city D. cracker
4. A. labour B. flour C. favour D. honour
5. A. fear B. earn C. hear D. clear

Vocabulary

3 **Put the phrases in the box into their suitable categories and tick (✓) the one(s) you yourself do.**

helping the old	raising money for the poor
washing your hands before meals	opening classes for street children
tidying up your room	collecting stamps
eating a lot of fruit	collecting rubbish in your area

Activities for …	
yourself	your community

4 **How much can you remember? Choose one of the words/phrases below to match each description. The first one is an example.**

staying in shape obesity hobby
community calories donating

Description	Word/ phrase
0. You are interested in pens. You collect and keep them.	*collecting pens*
1. a disease from eating too much	
2. people living in an area	
3. the energy you need for daily activities	
4. keeping fit	
5. giving things to help people in need	
6. a thing you enjoy doing	

Grammar

5 **Choose the best answer A, B, or C to complete the sentences.**

1. People ________ between 1,600 and 2,500 calories a day to stay healthy.
   A. need B. needed C. have needed
2. The room smells bad. Somebody ______ in here.
   A. smoke B. smoked C. has smoked
3. In that area, it ________ difficult to find enough food in winter.
   A. is B. was C. has been
4. He ate a lot of junk food, so he ______ fat quickly.
   A. gets B. got C. has gotten
5. In the history of mankind, people ____________ for new foods.
   A. always look B. always looked
   C. have always looked
6. *Be a Buddy* was founded ________ to help the street children.
   A. since 2010 B. in 2011 C. every year

6 **Match the beginnings in A with the endings in B.**

A	B
1. These people live in the mountains,	a. or you will get fat.
2. To help your community, you can join in *Be a Buddy*,	b. and people will throw rubbish into them.
3. Don't eat too close to your bedtime,	c. but he never sells them.
4. My dad can make beautiful pieces of art from empty eggshells,	d. so they have a lot of fresh air.
5. Place a bin here and there,	e. or you can start your own activities.

Everyday English

7 **Work in pairs. Ask your partner the questions to find out if your partner has good eating habits.**

1. Do you wash your hands before and after a meal?
2. Do you throw food wrappers in a bin when you finish eating?
3. Do you stop eating when you start feeling full?
4. Do you eat lying on your stomach?
5. Do you eat long before you go to bed?

REVIEW 1

Introduction:

This review is designed to revise
- the vocabulary for hobbies, health and community services
- the present simple, present perfect and future simple
- imperatives with *more* and *less*
- how to give an opinion and an advice

LANGUAGE

1 Have Ss pronounce these words first and correct their mistakes. Then play the recording as many times as needed. Ss listen and do the exercise.

Key:

1	lock ×	4	cracker ×	7	cream ×	10	beard ✓
2	community ✓	5	flavour ✓	8	grocer ×	11	fruit ✓
3	kind ×	6	fear ✓	9	vampire ✓	12	vary ×

Audio script:
1. log **2.** community **3.** find **4.** fracture **5.** flavour **6.** fear
7. gleam **8.** closer **9.** vampire **10.** beard **11.** fruit **12.** carry

2 In order to do this exercise correctly, Ss have to be able to pronounce the words correctly themselves. T may let Ss do it in groups. Encourage them to read the words out aloud. T then checks as a class.

Key: **1.** A **2.** C **3.** C **4.** B **5.** B

3 Have Ss do this exercise individually. T checks as a class. If time allows, T can ask Ss to add more activities to each column.

Key:

Activities for …	
yourself	**your community**
tidying up your room	helping the old
collecting stamps	raising money for the poor
washing your hands before meals	collecting rubbish in your area
eating a lot of fruit	open classes for street children

4 Have Ss do this exercise individually. T checks and writes the correct answers on the board.

Key: **1.** obesity **2.** community **3.** calories
4. staying in shape **5.** donating **6.** hobby

5 Have Ss do this exercise individually.

Key: **1.** A **2.** C **3.** A **4.** B **5.** C **6.** B

6 Have Ss do this exercise individually or in pairs. T checks. T may then calls on some Ss to read aloud the complete sentences.

Key: **1.** d **2.** e **3.** a **4.** c **5.** b

7 ***Suggested interpretation of Ss' answers:***

If a student answers 'Yes' to all the questions, he/ she has a very healthy eating habit. For each 'No' answer, take off one point. If the score is under four, change habit!

SKILLS

Reading LIVE TO BE HAPPY



1 **Read the passage and choose the correct answer A, B, or C.**

What you choose makes what you are. Here are four things you can do to make you happy.

Enjoy adventures

Visit a new place, do a new thing, or talk to a new person. This brings you new knowledge and experience.

Laugh louder

Laughter makes you happy, and it has a magic power of making the hearer happy, too. Laughter is like medicine. It makes people live longer.

Love others fully

Express your love more often. Don't keep it to yourself. You might not know how much you can make yourself and others happy by doing so.

Live positively

Remember that everybody has some valuable skills and abilities to contribute to life. Nobody is NOBODY. Learn to love and respect yourself and others. You'll feel happy.

1. What can you do to get more knowledge?
   A. Visit a new place.
   B. Use your skills to contribute to life.
   C. Love people around you.
2. What can you do to live longer?
   A. Take adventures.
   B. Laugh louder.
   C. Live positively.
3. How good is it if you have a positive attitude?
   A. You can laugh more.
   B. You can do more things.
   C. You can feel happy.
4. What is the purpose of this passage?
   A. To change people's ideas about life.
   B. To give some advice on how to live happily.
   C. To advise people to love others fully.

Speaking

ARE YOU A COMMUNITY PERSON?

2 **Work in pairs. Interview each other to answer the questions. Then report the results to your class.**

1. Do you know of community activities in your area?
2. Do you ever take part in a community activity?
3. Are the community authorities the only ones to solve the problems in the area?
4. Should everybody take part in solving the problems in the area?
5. Would you love to make a big contribution to your community?

Listening

3 **Listen and tick (✓) the correct answers.**

Conversation 1:

1. Why does Lan think that she can't go to Nga's party?
   A. She hasn't finished her homework.
   B. She doesn't want to go to Nga's party.
   C. The party is on her school day.
2. What has Lan decided to do?
   A. She will not go to Nga's birthday party.
   B. She can finish her homework first and go to the party later.
   C. She can ask her sister to help her with her homework.

Conversation 2:

3. What is the problem with Minh?
   A. He doesn't like parties.
   B. He often lies to his friends.
   C. He has no friends.
4. What can be the result of Minh's habit?
   A. He doesn't have any friends.
   B. He will quit his class.
   C. His friends will stop trusting him.

Writing

4 **Make complete sentences from the prompts below and match them with the pictures.**


1


2

1. they/water/and/take great care/tree/during/first month.
2. they/carry/recycled bags/put/rubbish/in.
3. community organise/activity/once a month.
4. they/ walk/along/ beach/and/ collect/all/rubbish.
5. activity/be often done/spring.
6. they/ dig/hole/ put/young tree/in.

SKILLS

1 T asks Ss to read the questions first and identify the keywords in each question. Ss can then read the passage and choose the answers.

Key: **1.** A **2.** B **3.** C **4.** B

2 T may let Ss read and answer the questions individually. Then they can exchange their answers and take turns to report it to the class.

3 Have Ss read the questions first to have an overall idea of what they're going to listen to. T then plays the recording and allows Ss time to look for the answers. Only after the first conversation has been done should T go to the second one. T checks.

Key: ***Conversation 1:*** **1.** A **2.** B ***Conversation 2*:** **3.** B **4.** C

Audio script:

Conversation 1:

Lan: Nga's having a birthday party tonight and I'm afraid that I can't go.
Mai: Why not?
Lan: Lots of homework.
Mai: Why don't you ask your sister to help? She's so good at maths.
Lan: I don't want to.
Mai: Oh no. You can still do your homework first and go to the party later.
Lan: Yes, it's a better idea. I'll do as you say.
Mai: Great. See you there.

Conversation 2:

Lan: By the way, is Minh coming, too?
Mai: I saw his name in the list but I don't know if he's coming. Why?
Lan: I don't like him. He often tells a lie.
Mai: Yes, I know. He lies to his friends and never says 'Sorry' when he's discovered.
Lan: Does he know that lying leads him nowhere?
Mai: And he's losing friends.
Lan: Yes. We can't trust a liar, can we?
Mai: No, we can't.

4 T asks Ss to underline the subject(s) and the verb(s) of each sentence to see if it is a simple or a compound sentence. T may also allow Ss to translate the sentences into Vietnamese. The translation helps: i) to make sure Ss understand the meaning of the sentences; and ii) to decide the tense of the verbs in the sentences.
Ss do the exercise. T checks before letting Ss do the matching.

Key:

Picture 1:

1. They water and take great care of the trees during the first month.
5. This activity is often done in spring.
6. They dig a hole to put the young tree in.

Picture 2:

2. They carry recycled bags to put the rubbish in.
3. The community organises this activity once a month.
4. They walk along the beach and collect all the rubbish.

Unit 4 MUSIC AND ARTS

THIS UNIT INCLUDES:

VOCABULARY
Music and arts

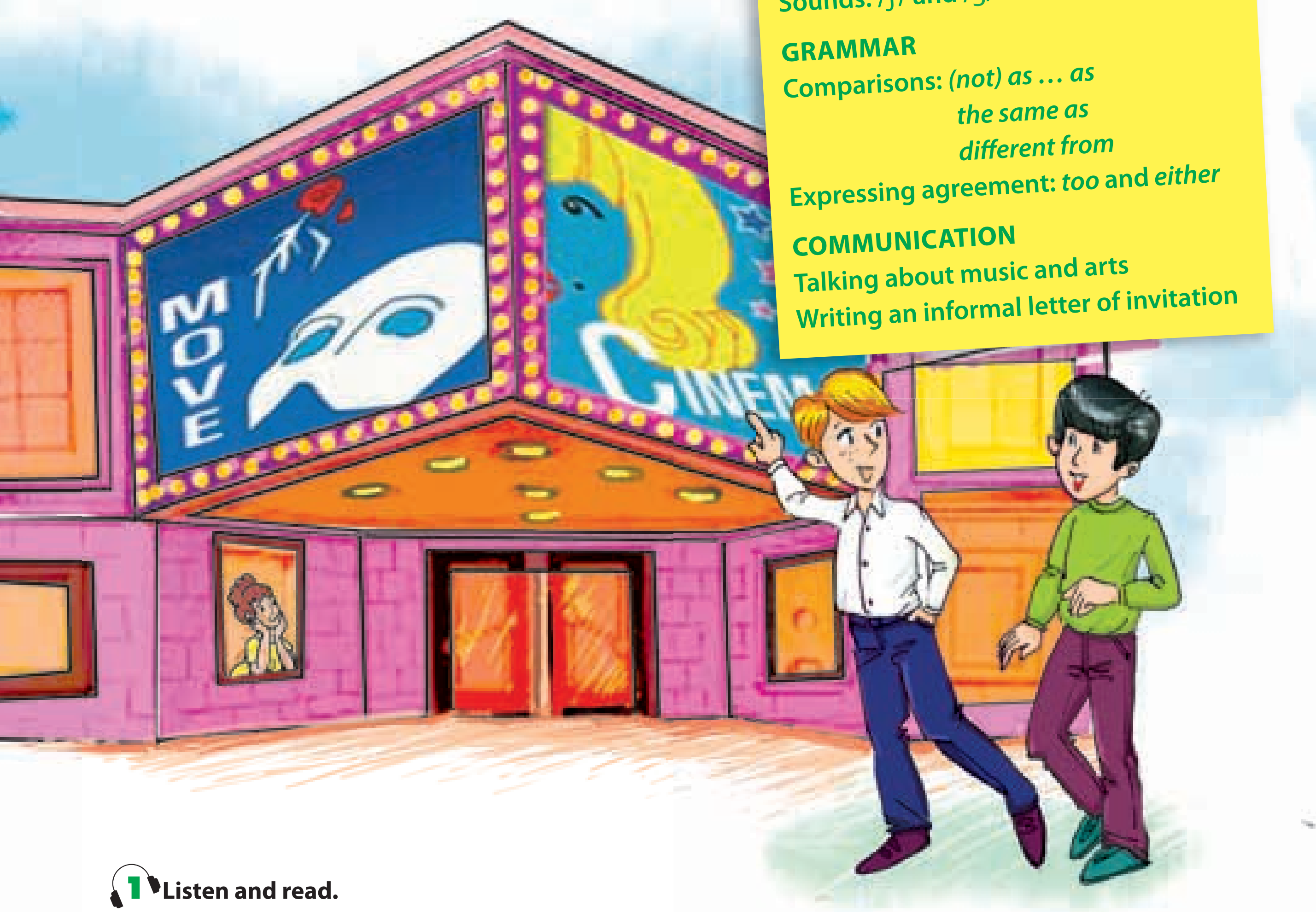
PRONUNCIATION
Sounds: /ʃ/ and /ʒ/

GRAMMAR
Comparisons: *(not) as ... as*
the same as
different from
Expressing agreement: *too* and *either*

COMMUNICATION
Talking about music and arts
Writing an informal letter of invitation

GETTING STARTED

Making plans for the weekend



1 Listen and read.

Nick: Hi Duong. How are things?

Duong: Good. Oh, have you visited the Crazy Paint art gallery recently?

Nick: No, I haven't. I heard that it's not as good as it was before.

Duong: Oh no! It's great! I went there last weekend. The paintings are excellent! So what shall we do this weekend?

Nick: Let me see. The La La Las are playing at the Young Club, let's go!

Duong: But we can watch the concert live on TV.

Nick: Oh, come on! It's quite different to be there in person - the musicians, the crowd, the colourful lights, the atmosphere ... it will be fantastic!

Duong: I don't like so much noise, Nick. Loud pop music really isn't my thing.

Nick: Come on, Duong. It will be exciting!

Duong: How about going to the cinema? I like films.

Nick: Me too. OK, we can go to the cinema if I get to choose the film!

Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /ʃ/ and /ʒ/ correctly in isolation and in context
- use lexical items related to the topic 'Music and Arts'
- use comparisons: *(not) as … as*
the same as
different from
- express agreement using *too* and *either*
- use some combinations: *draw/ paint a picture, play the guitar …*
- read for specific information about traditional arts
- talk/ sing or do other activities related to music and arts
- listen to get information about an artist
- write an informal letter of invitation

GETTING STARTED

Making plans for the weekend

Introduction

T writes on the board: Music + Arts

Then T begins to ask Ss questions:

- *Do you often listen to music? When? How often?*
- *What kind of music do you like? Why?*
- *What is art/ are arts?* Give examples.

T explains to Ss:

- *art:* the use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture.
- *the arts* (in general): art, music, theatre, literature, etc. when you think of them as a group.

Then T asks Ss to look at the title/the picture and guess what the conversation between Duong and Nick might be about.





1 Ask Ss questions about the picture:

E.g.: *Who are Duong and Nick?*

What are they going to do?

Play the recording. Ss listen and read.

a **Are these sentences true (T) or false (F)?**

	T	F
1. Duong and Nick are making plans for their weekend.	☐	☐
2. The art gallery isn't as good as before.	☐	☐
3. Nick likes pop music.	☐	☐
4. Duong wants to be at the pop concert.	☐	☐
5. Nick will let Duong choose the film.	☐	☐

b **Finish the following sentences by writing one word/phrase from the conversation.**

1. Crazy Paint art gallery is __________ before.
2. Duong says it is very __________ at pop concerts.
3. Nick thinks pop concerts are __________.
4. Nick says it's more exciting to be at pop concerts __________.
5. Duong and Nick have decided to go to the __________.

c **Find these expressions in the conversation. Check what they mean.**

1. Let me see. 2. Come on.
3. It isn't my thing.

d **Work in pairs. Make short role-plays with the expressions above. Then practise them.**

Example:
A: We'll go to the theatre next Saturday. Can you go, too?
B: *Let me see*. I'll have to ask my parents first.



Can you extend your conversation?

2 **Write the correct word/phrase under each of the pictures. Then listen and repeat.**

camera
portrait
paintbrush
microphone
museum
painting
crayons
art gallery
opera
musical instruments



1. __________



2. __________



3. __________



4. __________



5. __________



6. __________



7. __________



8. __________



9. __________



10. __________

3 **Complete these sentences with words from 2.**

1. The painter's exhibition, 'Hidden Flower', begins today at the city __________.
2. Bui Xuan Phai is my favourite artist. I love his __________ of the old Ha Noi streets.
3. In Barcelona, Spain, you can visit a __________ dedicated to the life of Picasso.
4. I think photography is an interesting art form. Of course, having a good __________ is important.
5. I rarely listen to __________ at home. I can't understand the words they sing, and I prefer modern music.

a Ss work independently or in pairs to answer the questions. Then T may let them discuss in groups (Ss may refer back to the conversation). T then checks their answers, and gives explanations if necessary.

Key: **1.** T **2.** F **3.** T **4.** F **5.** F

b Ss work individually to fill the gaps in the sentences. T lets them check the answers in pairs or groups, then T gives the key. If there's time, call some Ss to read the sentences.

Key: **1.** as good as **2.** loud **3.** fantastic **4.** in person **5.** cinema

c Tell Ss to refer back to the conversation to find the phrases. Ss practise saying them together (T plays the recording again if necessary). Explain the meaning (or give synonyms/ Vietnamese equivalent) to Ss, then give some examples.

Key:
1. used when you are thinking what to say or reply
2. used to show that you don't agree with what sb has said
3. used to show that you don't like something

d Ask Ss to practise the short conversations in pairs before creating their short role-plays. More able Ss can try to extend the conversation.

2 Ss write the words/ phrases under the right pictures. Then T plays the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words if necessary.

Key:
1. microphone **2.** camera **3.** painting **4.** musical instruments
5. portrait **6.** art gallery **7.** crayons **8.** museum
9. opera **10.** paintbrush

Notes:

T may need to help Ss differentiate between a portrait and a painting:

A portrait: a painting, drawing or photograph of a person, especially of the head and shoulders.

A painting: a picture that has been made using paint.

Ss also need to differentiate between a museum and an art gallery:

A museum: a building in which objects of artistic, cultural, historical, or scientific interest are kept and shown to the public. Artwork at art galleries is often for sale while at museums there is nothing for sale.

An art gallery: a building where paintings and other works of art are shown to the public for sale.

3 Ask Ss to write the correct words in the spaces. Allow Ss to check their answers (in pairs or in groups). The class gives comments, and T gives correction if necessary.

Key: **1.** art gallery **2.** paintings **3.** museum **4.** camera **5.** opera

A CLOSER LOOK 1

Vocabulary

1 Listen and repeat these words.

painter	artist	actress	musician
puppet	dancer	singer	songwriter

2 Match a word in A with a phrase in B.

A	B
1. play	a. a song
2. draw	b. a portrait
3. write	c. a photo
4. work	d. as an actor
5. take	e. the guitar

3a Put these letters in order to make musical instruments.

1. rmud	2. noaip	3. lloec
4. trauig	5. linvoi	6. xohonepas

b Write the type of musical instruments in the box under each picture.

a cello	a saxophone	a violin	a guitar
Dan Bau	a piano	a drum	


1. ____________


2. ________


3. ________


4. ____________


5. ____________


6. ____________


7. ____________

4 Put one of these words in each blank to finish the sentences.

singer	draw	instrument
painter	puppet	pop

1. My father's friend is a great ______________.
2. __________ music is not as exciting as rock and roll.
3. The __________ I like most is Karen Carpenter.
4. I like to ______________ cartoons.
5. Many tourists to Viet Nam come to see the water ______________ show.
6. In Viet Nam, the Dan Bau is a traditional musical __________.

Pronunciation

/ʃ/ and /ʒ/

5 Listen and repeat. Pay attention to the sounds /ʃ/ and /ʒ/.

/ʃ/:	condition	ocean	shy	sugar	machine
/ʒ/:	measure	pleasure	usual	vision	television

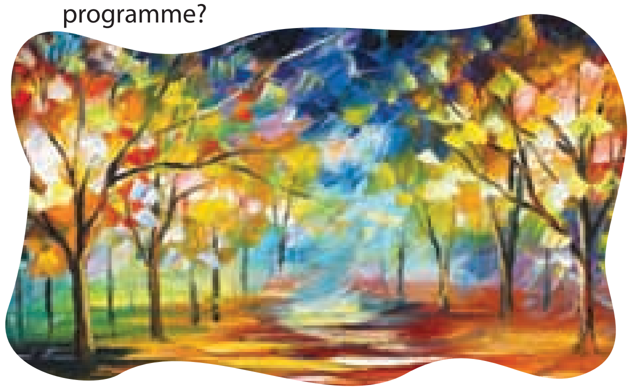
6 Listen to the words and put them into two groups.

anxious	closure	musician
dishwasher	occasion	leisure
television	rubbish	

/ʃ/	/ʒ/

7 Listen and repeat the sentences. Underline the words with the sound /ʃ/ once. Underline the words with the sound /ʒ/ twice.

1. Can you show me the new machine?
2. They sing the song 'Auld Lang Syne' on some occasions.
3. The musician is very anxious about the next performance.
4. She wanted to share her pleasure with other people.
5. The new cinema is opposite the bus station.
6. Are you sure this is an interesting television programme?



A CLOSER LOOK 1

Introduction

Brainstorm with Ss: let them find all the words they know related to music and arts. Encourage them to read out as many words as possible.

Vocabulary

1 Play the recording and let Ss listen. Play it again with pauses for them to repeat each word. Correct their pronunciation.

2 Ss work individually to match the words with the phrases. T calls one or two Ss to write the combinations on the board. Then T checks the answers.

Key: **1.** e **2.** b **3.** a **4.** d **5.** c

3a T lets Ss work in pairs and put the letters in order to form the correct words. Then check their answers.

Key: **1.** drum **2.** piano **3.** cello **4.** guitar **5.** violin **6.** saxophone

b Let Ss work in pairs. T checks their answers. Then let them read the words after T. T may let them talk about these musical instruments (in pairs or in groups).

Key: **1.** a guitar **2.** a drum **3.** Dan Bau (one string guitar)
4. a violin **5.** a cello **6.** a piano **7.** a saxophone

4 Give Ss enough time to do the task individually. Some Ss may write the answers on the board. Then let the class comment, and give them the correct answers. T may call some Ss to read the sentences.

Key: **1.** painter **2.** Pop **3.** singer **4.** draw **5.** puppet **6.** instrument

Pronunciation

/ʃ/ and /ʒ/

5 Let Ss practise the sounds /ʃ/ and /ʒ/ together. Show Ss how to pronounce the two sounds. Play the recording and let Ss listen and repeat. Correct their pronunciation.

Audio script:

/ʃ/:	condition	ocean	shy	sugar	machine
/ʒ/:	measure	pleasure	usual	vision	television

6 Play the recording two or three times. Help Ss distinguish the two sounds /ʃ/ and /ʒ/, and put the words in the right columns. Ask Ss to give more words having the two sounds.

Key:

/ʃ/:	anxious	musician	dishwasher	rubbish
/ʒ/:	closure	occasion	leisure	television

7 Play the recording as many times as possible and let Ss repeat the sentences. Correct their pronunciation and help them do the task as directed.

Key:
1. Can you show me the new machine?
2. They sing the song 'Auld Lang Syne' on some occasions.
3. The musician is very anxious about the next performance.
4. She wanted to share her pleasure with other people.
5. The new cinema is opposite the bus station.
6. Are you sure this is an interesting television programme?

Note: If there's time, T may refer to the following:

Sound /ʃ/ can be represented by **sh** (she, wash, …)
by **ch** (machine, …) by **t** (station, initial …)
by **s** (sugar, sure …) or by **c** (special, physician …)

Sound /ʒ/ can be represented by **s** (television, usually …)

A CLOSER LOOK 2

Grammar

Comparisons

(not) as ... as	the same as	different from



- ***as + adjective + as*** **to show that two things are similar.**
- ***not as + adjective + as*** **to mean something is 'more' or 'less' than something else.**
- ***the same as ...*** **to show similarity.**
- ***different from*** **to show that two or more things are not similar.**

Examples:

Classical music is *not as exciting as* rock and roll.

The price of food is *the same as* it was last year.

City life is quite *different from* life in the country.

1 **Put *as*, or *from* in the gaps.**

1. The music festival this year is as good _______ it was last year.
2. The concert will be broadcast 'live': that means it comes on TV at the same time _______ it is performed.
3. This camera is not as expensive _______ I thought at first.
4. Your taste in art is quite different _______ mine.
5. Some people say that *Spider-Man 2* is as boring ___________ *Spider-Man 1*.
6. My mother is always as busy _______ a bee.



2 **Put one of these phrases in each gap in the passage.**

friendly as
the same as (2)
as narrow as
different from
as quiet as





MY HOMETOWN TODAY

My hometown has changed a lot – it's definitely not (1) ______________________ it was before. It's not (2) _________________ it was 5 years ago. It's much more noisy, but I prefer it now. There are more shops and restaurants. The restaurants are (3) ______________ the ones we had before. Now we can eat many different kinds of food – Italian, French, and even Mexican!

There have been so many changes. Even the streets are not (4) _____________ they were before. They are wider now to make space for the extra traffic.

One thing hasn't changed though. The people here are as warm and (5) ________________ before. That's one thing that's (6) ____________ it was before.

A CLOSER LOOK 2

Grammar

Comparisons: *(not) as … as; the same as; different from*

Different types of comparisons and the vocabulary related to them were already studied in *Tieng Anh 5* and *Tieng Anh 6*, so T may ask Ss to recall what they know and give examples.

Explain the uses of the three structures to Ss and give some examples (Always remember that examples should be about the topic of this unit: 'music and arts').

1 Let Ss work by themselves and write down the missing words. After that, T asks some Ss to read the sentences. Correct Ss' mistakes.

Key:

1. as **2.** as **3.** as **4.** from **5.** as **6.** as

2 Let Ss do the task individually. First Ss read the text by themselves, then put a suitable word/ phrase in each gap, and compare their answers with a classmate. T corrects Ss' answers (T may call some Ss to read out their answers separately). T gives explanations, if necessary. Let Ss read in chorus. Correct their pronunciation and intonation.

Key:

1. the same as **2.** as quiet as **3.** different from

4. as narrow as **5.** friendly as **6.** the same as

3 Work in pairs. Compare the two music clubs in the town: Young Talent and Nightingale.

	Young Talent	Nightingale
1. old	**	***
2. friendly	***	**
3. safe	**	***
4. large	***	*
5. expensive	***	***
6. famous	*	***

Example:

Young Talent is not as old as Nightingale./

Nightingale is older than Young Talent.

too* and *either



- ***too*: used to express agreement with a positive statement**
- ***either*: used to express agreement with a negative statement**

Examples:

A: I like pop music.

B: I like it too.

A: My mum doesn't like rock and roll.

B: My mum doesn't like it either.

4 Complete the following sentences with 'too' or 'either'.

1. My friend likes photography, and I like it ______.
2. My mother doesn't enjoy horror films, and my sister doesn't ______.
3. I was not allowed to go to the show, and my classmates were not ______.
4. I love country music, and I like rock and roll ______.
5. When I finish painting my room, I'll do the kitchen ______.

5 What music and arts are you interested, or not interested in? Make a list by completing the sentences below. (You can use the words given or your own ideas).



pop music	rock and roll
dancing	painting
playing the guitar	going to the art gallery
drawing	acting

1. I'm very interested in ___________.
2. I think ___________ is very boring.
3. What I like to do most in my spare time is ___________.
4. In my spare time, I often ___________________.
5. I never _____________________, even if I have time.

6 Work in pairs. Share your list with your partner. Then, report to the class using *too*/ *either*.

Examples:

Nam is interested in drawing and I am too.

Phong doesn't like folk music and I don't either.

3 Let Ss work in pairs. Help them interpret the table first. Give them instructions on how to do the task.

(Note: A music club is "friendly" when its staffs are friendly.)

This is a speaking activity so T should encourage Ss to talk as much as possible with fluency and accuracy.

E.g.: Young Talent is *more friendly/friendlier than* Nightingale.
Nightingale is *not as friendly as* Young Talent, but it is *safer*.

While Ss do their task, T goes round to monitor the whole class.

too* and *either

T explains to the class the use and location in the sentence of *too* and *either*. Let them read the examples. Tell them to give sentences of their own.

4 Ss work independently, writing down the answers. Then let them work in groups to check and read out the sentences. T goes round and corrects mistakes or gives help when and where necessary.

Key:

1. too **2.** either **3.** either **4.** too **5.** too

5 Let Ss work independently, writing down their sentences to make a list of the likes and dislikes. They have their choices, so long as their sentences are correct grammatically. Encourage them to give their own ideas.

6 Now Ss work in pairs to share their lists of ideas. Then T may ask some more able Ss to report their results to the class.

COMMUNICATION

Extra vocabulary

composer	originate	anthem
curriculum	compulsory	
academic	unimportant	

1 **Music Quiz: What do you know?**
Work in groups and answer the questions.



1. Who is the composer of Viet Nam's national anthem *Tien Quan Ca*?
   A. Pham Tuyen B. Van Cao
   C. Huy Thuc
2. Which of the following is Korean?
   A. Mua Sap B. Ballet
   C. Gangnam Style
3. Who is famous for the song *Top of the World*?
   A. Karen Carpenter B. Celine Dion
   C. Susan Boyle
4. Which of the following became a World Heritage in 2009?
   A. Hat cheo B. Cai luong
   C. Quan ho Bac Ninh
5. Which of the following is sung in the film *Titanic*?
   A. Que Sera B. My Heart Will Go On
   C. Yesterday Once More
6. Which of these bands originated in Liverpool, England?
   A. The Carpenters B. The Beatles
   C. ABBA

2 **Read the following passage. In groups, discuss the questions below.**

Today, schools in several countries are considering the question of whether subjects like music and arts should be among those in the curriculum. For many people, a good knowledge of music and arts is regarded as a necessity for anyone who wants to be truly educated. Some say that students who are good at music and arts actually do better in more academic subjects like maths and science. However, some people see music and arts as an unimportant part of education since they don't prepare students for a life of work.

Do you think music and arts should be compulsory subjects at schools in Viet Nam? Why or why not?

3 **Look at the different subjects below. In groups, make a list from the most useful to the least useful in the space below. How can the top three subjects on your list help you in other areas of school and life?**

- Music
- Dancing
- Singing
- Painting
- Photography

COMMUNICATION

Introduction

Brainstorm with Ss to give the names of famous musicians, actors, actresses, painters, and music bands they know. This can be done in groups. Each group then has to show the list they have written. (The group that has the longest list wins the game.)

First, have Ss read the new vocabulary after the teacher. Explain the meaning of the words to Ss.

1 Ss work in groups and find the answers. Then T gives the correct answers.

Key: **1.** B **2.** C **3.** A **4.** C **5.** B **6.** B

2 Give Ss plenty of time to work independently, read the passage, and understand the main ideas. Then divide the class into groups of four or five to discuss the questions. T goes round the class to give support if necessary.

After some time, elicit ideas from the groups. Then one student from each group presents their ideas to the class. T gives comments on their clarity, language and fluency, (but not on their 'positive' or 'negative' ideas).

3 Ss work in groups of four to six to make a list from the most useful to the least useful subjects given. How can the top three subjects on the list help them in other areas of school and life?

After the discussion, each group presents their list, and gives a talk to the class. T then gives comments.

For more able Ss, T may encourage Ss' imagination to think of other useful subjects (related to music and arts) to be studied at school (for example: pottery).

SKILLS 1

Reading

Before reading, discuss the questions below with a partner.

- What kinds of traditional Vietnamese performance do you know about?
- Do you know about water puppetry? Have you been to a water puppet show? If yes, did you like it? Why/Why not?

WATER PUPPETRY



Have you ever seen a water puppet show? It is so special and fantastic. It's a unique Vietnamese tradition. Children love the performance, and tourists who come to Viet Nam greatly enjoy this kind of art.

Water puppetry (*Múa rối nước*) is a traditional art form. It began in the 11th century. It originated in the villages of the Red River Delta of North Viet Nam. The show is performed in a pool. The puppets are supported by strings under the water and controlled by the puppeteers behind a screen, so they appear to be moving on the water. The puppets are made of wood and then painted.

The themes of the puppet shows are rural: the performances show everyday life in the countryside and folk tales. There are stories about rice farming, fishing and Vietnamese village festivals.

1 Find the words in the text which mean:

1. special or different
2. started
3. showed or presented
4. from the countryside
5. events or celebrations

2 Answer the following questions.

1. When did water puppetry begin?
2. Where does a water puppet show take place?
3. Who are the puppets controlled by?
4. What are the puppets made of?
5. What are water puppet shows normally about?

Speaking

3 Match the types of music in A with the adjectives to describe them in B.

A	B
1. pop music	a. old, emotional
2. folk music	b. lively, exciting
3. rock and roll	c. quick
4. hip-hop/rap	d. sad, melodic
5. blues	e. popular, pleasant

4 Game: TIC TAC TOE

With a partner, draw a tic tac toe board, like the one below. Then, write numbers 1 to 9 in the boxes. You can put the numbers anywhere you like!

1. Give the names of two Vietnamese musical instruments.
2. Sing a song in English.
3. Who is your favourite singer? Why?
4. Talk for 30 seconds about what you see when you visit an art gallery.
5. How often do you go to a concert? Tell your partner about the last concert you went to.
6. Who is your favourite Vietnamese musician? Why?
7. Talk for 30 seconds about your favourite instrument.
8. Name one of your favourite painters.
9. Who can draw the best in your class? What does he/she often draw?

	2	

Decide which partner is 'X', which is 'O' and who will go first. The first player chooses a box and calls out a number.

Example:

Player 1: I want number 2.

Player 2: OK, sing a song in English!

Then he/she has to sing a song in English to get that box.

SKILLS 1

Reading

T may begin by asking Ss to name the art forms they know (T may give some cues). Then Ss work in pairs to discuss the questions given. Tell Ss to read the text two or three times. Set a strict time limit to ensure Ss read quickly for specific information.

1 Ss work individually to find the words. Call on some Ss to say the words or write them on the board. T gives correction.

Key: **1.** unique **2.** began **3.** performed **4.** rural **5.** festivals

2 Ask Ss to read the passage again, then answer the questions.

Then call on some individuals to read aloud to the class. Check their pronunciation and intonation. Explain the new words and clarify anything difficult.

Key:

1. It began in the 11th century.

2. It takes place in a pool.

3. They are controlled by puppeteers.

4. They are made of wood.

5. They are about everyday life in the countryside and about folk tales.

Further practice: if there is still time, let Ss talk about other forms of traditional arts in Viet Nam (or in the region/ world). Refer to famous traditional arts in some countries (e.g.: *Lam Vong* dance of Laos, Chinese traditional opera, ballet of France and Russia …).

Speaking

3 Ss work in pairs and do the matching.

Key: **1.** e **2.** a **3.** b **4.** c **5.** d

After that allow Ss some time to talk about their favourite kind of music: what kind they like best and why, whether they play any musical instruments, when and how often they listen to music, and how music is useful to them …

4 **Game:** T explains the rules of the game *Tic Tac Toe* to Ss.

Ss work in pairs. Decide which partner is 'X', which is 'O' and who will go first. The first player chooses a box and calls out a number.

Example:

Player 1: I want number 2.

Player 2: OK, sing a song in English!

Then he/ she has to sing a song in English.

If the first player answers the question for that box correctly he/she can put an 'X' or an 'O' in the box. The first person to get three Xs or three Os in a row wins.

SKILLS 2

Listening

Listening tip

When you listen, it is very useful to take notes. Try to note down the keywords (important words). This helps you to remember the main ideas.



Picasso sculpture in Halmstad, Sweden

1 Listen to the passage about Picasso and circle the words you hear.

1. artists	2. training	3. picture
4. portrait	5. music	6. paintings

Look at the words you've circled. Do you know what all of these words mean?

2 Listen to the passage again and choose the correct answers.

1. When was Picasso born?
   A. In 1881 B. In 1896 C. In 1973
2. Picasso received artistic training from his father at _______.
   A. thirteen B. seven C. thirty
3. How many works of art did Picasso produce?
   A. 50,000 B. 1,885 C. 1,973
4. Where did Picasso die?
   A. In Malaga B. In Barcelona C. In Mougins

3 Listen to the passage one more time. As a class, discuss how the listening is organised (according to a timeline, the order of important events, or another way).

Writing

Informal letter of invitation

4 Read the following letter and choose the correct answer.

82 Tran Quoc Hoan Rd. Ha Noi
Nov 12, 20...
Dear David,
I'm happy to hear you are in Ha Noi again. This time, how about watching a water puppet show? I'm sure you'll like it. Is Saturday evening OK for you? It's at 57B Dinh Tien Hoang St., Hoan Kiem Dist. The show begins at 8 p.m, so let's meet at 7.45 outside the theatre. I hope we'll have a happy time together.
Looking forward to seeing you there.
Have a nice day!
Cheers,
Duong

1. This letter is from Duong to _______.
   A. a friend B. a teacher
   C. an old man
2. Duong writes this letter to _______.
   A. give an order B. make an invitation
   C. complain about something

Writing tip

When you write an informal letter of invitation, you use:
- How about + V-*ing*?

5 Now write a letter to invite a friend to an art exhibition, using the following cues:

- Event: Exhibition of Modern Art
- Time: 9 o'clock, Saturday morning
- Place: Arts Centre
- Time to meet: 8.15

SKILLS 2

Listening

T explains **Listening Tip** to Ss, telling them if they are going to apply the listening tip, then they must be given time to take notes.

Then tell Ss to look at the picture and say what they know about Picasso.

1 Ask Ss to close their books. Tell Ss they should listen and note down the keywords in their notebooks. Play the listening once. Ask Ss what they learned about Picasso (encourage them to refer to their notes). Ask Ss to open their books. Play the recording again and ask Ss to listen carefully and circle the words they hear in the passage. Check Ss' comprehension of the chosen words.

Key: **1.** artists **2.** training **4.** portrait **6.** paintings

Audio script:

Picasso (Pablo Ruiz y Picasso) is one of the greatest artists of the 20^{th} century. He was born on 25^{th} October 1881 in Malaga, Spain. He showed a great love and skill for drawing from an early age, and at the age of seven, Picasso received formal artistic training from his father. At 13, he was admitted to a school of Fine Arts in Barcelona. In 1896, he completed 'Portrait of Aunt Pepa', which is considered one of the greatest works of Spain. During his life, he produced an enormous number of works of art: about 50,000 in total, including 1,885 paintings. Several paintings by Picasso rank among the most expensive paintings in the world. Picasso died on 8 April, 1973 in Mougins, France.

2 Play the recording again. While Ss listen, they have to choose A, B, or C for their answers.

Key: **1.** A **2.** B **3.** A **4.** C

T checks their answers and gives explanation if necessary.

3 Play the recording again once more. As a class, Ss discuss how the listening is organised (according to timeline, the order of important events, or another way).

Key: According to timeline

Writing

Informal letter of invitation

T may begin by asking Ss why they would write an informal letter of invitation and to whom (*to invite sb to do sth, and to sb who has a close relationship with you*). Then focus their attention on the **Writing tip**.

4 Have Ss read the sample letter carefully, and note down the useful expressions (cues) for writing an informal letter of invitation. T writes them on the board. Tell Ss to choose the correct answers.

Key: **1.** A **2.** B

5 Ss read the cues carefully, then practise writing the letter.
Tell Ss to pay special attention to spelling and punctuation.
T may collect some Ss' writing papers and mark them, then give comments to the class.
If possible, have Ss write their own letter as homework.

LOOKING BACK

Vocabulary

1 Match the words in column A with the ones in column B.

A	B
1. opera	a. musician
2. painting	b. film
3. cinema	c. artist
4. instrument	d. camera
5. photographer	e. singer

2 Put a word from the box in each gap to complete the passage.

arts	stages	films	music	go

Glastonbury is the largest performing arts festival in the world. It is organised every year in the village of Pilton, near Glastonbury, Somerset, England. It is well-known for its contemporary (1) __________. It's also known for dance, comedy, theatre, circus, and other performing (2) ________ too.

The first festival was held in the 1970s. Since then, it has taken place almost every year and has grown in size. Different (3) ________ are arranged for the performances. The festival takes place for three or four days in the open air. All kinds of people from all over the world (4) ________ to the Glastonbury festival. It is now attended by about 150,000 people. The festival has also produced (5) ___________ and albums.

Grammar

3 Put the words/phrases from the box in the gaps to complete the sentences.

artistic	sung	art gallery	in person	films

1. You can see many interesting portraits in that _________.
2. My friend is very good at drawing things, but I am not as _________ as he is.
3. _________ usually have more than one actor.
4. I love to watch music _________, not on TV.
5. Do you know that the most _________ song in the world is *Happy Birthday*?

4 Rewrite these sentences, using the words in brackets.

Example:

Plays are usually longer than films. (not as … as)

→ Films are usually not as long as plays.

1. The painting is bigger than the photograph. (not as … as)
→ ____.
2. This painting is more expensive than my painting. (not as … as)
→ ____.
3. This picture is the same as the picture in our room. (not different from)
→ ____.
4. This film is more interesting than the one we saw last week. (not as … as)
→ ____.
5. The journey was shorter than we thought at first. (not as … as)
→ ____.

5 Complete the following sentences, using 'too' or 'either'.

1. Teenagers in Korea listen to K-pop, and those in Viet Nam do _________.
2. These photos are not clear, and those aren't _________.
3. I never watch horror films and my brother doesn't _________.
4. Peter studies music at school, and Alice does _________.
5. Duong is interested in reading books, and Chau is ___________.

Communication

6 Match the questions 1 – 6 with the answers A – F.

1. What kind of painting is it?
2. Who is in it?
3. Is traditional painting your thing?
4. What is your favourite kind of music?
5. Who are your favourite singers?
6. Do you like opera?

A. The actors and actresses.
B. It's a portrait.
C. Rock and roll.
D. The Carpenters.
E. Yes, it is.
F. No, not much.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about music and arts			
• use *(not) as … as, the same as, different from* to compare people and things			
• use *too, either*			
• write an informal letter of invitation			

LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed, and which areas need further practice.

Vocabulary

1 Ss do this task individually to match the words in two columns. T corrects their mistakes.

Key: **1.** e **2.** c **3.** b **4.** a **5.** d

2 Let Ss work in pairs. Tell Ss to write the answers in their notebooks. Give explanation if necessary. Then T corrects the mistakes. T may let Ss read the passage in chorus or individually.

Key: **1.** music **2.** arts **3.** stages **4.** go **5.** films

Grammar

3 Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.

Key: **1.** art gallery **2.** artistic **3.** Films **4.** in person **5.** sung

4 Ss work individually first to write the sentences. Then they work in pairs to swap their sentences. T gives correction and calls some Ss to read the sentences aloud.

Key:

1. The photograph is not as big as the painting.

2. My painting is not as expensive as this painting.

3. This picture is not different from the picture in our room.

4. The film we saw last week is not as interesting as this one.

5. The journey was not as long as we thought at first.

5 Ss do the task individually. Then they can check their answers with a partner.

Key: **1.** too **2.** either **3.** either **4.** too **5.** too

Communication

6 Ss read the questions and answers once or twice (they can read aloud). Then match them.

Ss work in pairs and role-play the questions and answers, then write all sentences in their notebooks.

Key: **1.** B **2.** A **3.** E **4.** C **5.** D **6.** F

Finished!

Finally ask Ss to complete the self-assessment. Identify any weakness and provide further practice if necessary.

PROJECT

Dong Ho paintings

1 **Work in groups. Look at the following pictures and read the information below.**





Dong Ho paintings are made in Dong Ho Village, Bac Ninh Province. They are made by hand and they show animals, legends and everyday life. The paintings are made on traditional paper with beautiful natural colours. They are bought and enjoyed at Tet.





2 **Based on the information about Dong Ho paintings and your own ideas, draw a picture of animals or the things around you. Write a few sentences to describe your picture. Think of the following before you start painting.**

- Content: (an animal, a tree, a flower, a person …)
- Materials: (pencil, crayon, paper, canvas …)
- Colours: (red, yellow, blue …)

Organise a painting exhibition among the class members. Write a few sentences comparing different paintings.

PROJECT
Dong Ho paintings

1 Ss work in groups. T tells them to look at the pictures and read the information carefully. Explain new words and anything difficult for Ss. Make sure they understand everything thoroughly.

2 Ss work independently. T encourages them to use their imaginations and make their own paintings.

T then helps Ss organise a painting show among the class members. More able Ss can say/ write a few sentences comparing different paintings.

T can lead this portion of the project, encouraging Ss to use the language they learned earlier in the chapter to compare paintings.

If there isn't enough time, let Ss make their paintings at home, and next time bring them to class for the show.

Unit 5 VIETNAMESE FOOD AND DRINK

THIS UNIT INCLUDES:

VOCABULARY
Food and drink
Appearance and taste of different foods and drinks
Verbs for cooking

PRONUNCIATION
Sounds: /ɒ/ and /ɔː/

GRAMMAR
Nouns (countable/uncountable)
How much/How many?
a/an, some, any ...

COMMUNICATION
Talking about recipes
Asking and answering questions about food preferences

GETTING STARTED

Dinner alone



1 **Listen and read.**

Phong's mum: Dad and I are going to the opera tonight and we won't be home until 9 p.m. You'll have to eat dinner alone. There's some food for you in the fridge.

Phong: OK. Like what, Mum?

Phong's mum: Some meat with tofu and some fried vegetables. I'm afraid there isn't any bread left, but you can have noodles instead.

Phong: Er, but I usually have rice, Mum.

Phong's mum: There's some rice left from lunch. Just warm it up.

Phong: All right, Mum. What is there to drink?

Phong's mum: There's milk, juice, or mineral water.

Phong: How much milk is there?

Phong's mum: Oh, I forgot ... There isn't any milk left. I'll buy some tomorrow. You can have some orange juice instead. How many cartons do you want?

Phong: One ... No, wait, two please.

Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /ɒ/ and /ɔː/ correctly in isolation and in context
- use lexical items related to the topic 'Vietnamese Food and Drink'
- distinguish countable nouns and uncountable nouns
- read for specific information about *pho*, a popular food in Viet Nam
- use *a/an*, *some* and *any* to talk about quantity
- use *How much* and *How many* to ask about quantity
- talk about different types of Vietnamese food, drink, and recipes
- listen for specific information about different traditional foods
- write about some popular foods or drinks

GETTING STARTED

Dinner alone

Introduction

- Before Ss open their books, review the previous unit. Focus on the characters in Unit 4 and key language and structures learnt.

- Write the Unit title on the board '*Vietnamese food and drink*'. Elicit any information Ss know about Vietnamese food and drink by asking what they know about different types of food and drink and their taste.

- Ask Ss to guess what the photo might show or what the conversation might be about. Let Ss open their books and check their answers.

1 Ask Ss questions about the picture:

E.g. *Where are Phong and his mum? What might be happening to them? What are they doing? What is there in the fridge?* T can ask Ss to guess what food and drink Phong would like to have. T can also ask Ss to share any recent experiences of having dinner alone: *'Have you ever had dinner alone?', 'When and where?', 'What did you eat then?', 'How did you feel then?'*

- Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

a **Read the conversation again and answer the questions.**

1. Why must Phong eat dinner alone?
2. How much rice is left?
3. What should Phong do with the rice?
4. What will Phong's mother buy tomorrow?
5. What can Phong drink instead of milk?

b **Find the words about food and drink in the conversation and put them in the correct column.**

Food	Drink
meat	milk

2 Match the food and drink with the pictures.









A. lemonade
B. green tea
C. beef noodle soup
D. omelette
E. sweet soup
F. noodles
G. turmeric
H. shrimp
I. tofu
J. eel soup















Remember!

There are many different kinds of noodles. How many can you think of? What do the noodles look like when they're cooked? Uncooked? What adjectives can you think of to describe different types of noodles?

3 Think about your favourite food and drink. What questions can you ask about them? Ask and answer questions with a partner.

Example:

A: What's your favourite food?

B: It's *pho bo* - beef noodle soup.

A: When do you usually eat it?

B: In the morning.

4 Listen and repeat the adjectives.

1. bitter	2. delicious	3. tasty
4. sweet	5. salty	6. spicy
7. fragrant	8. sour	

Can you add some more adjectives?

____

____

____

____

Now use these adjectives to talk about the food and drink in 2.

Example:

Green tea is bitter.

5 Game: WHAT'S YOUR FAVOURITE FOOD AND DRINK?

Work in groups. One student describes his favourite food or drink. The rest of the group tries to guess which food or drink it is.

Example:

A: It's my favourite drink. It's a bit sour, but it's also sweet.

B: Is it lemonade?

A: Yes, it is. /No, try again.



a First, have Ss work independently. Then allow them to share their answers before discussing as a class.

Key:

1. Because his parents are going to the opera tonight and they won't be home until 9 p.m.

2. There's some rice left from lunch.

3. Phong should warm it up.

4. She'll buy some milk tomorrow.

5. He can have some orange juice instead of milk.

b Firstly, ask Ss not to look at the book and try to remember which foods and drinks are mentioned in the conversation. Then let them open their books and check their answers.

Key:

Food	Drink
meat *tofu* *fried vegetables* *bread* *noodles* *rice*	*milk* *juice* *mineral water* *orange juice*

2 Have Ss quickly match each word/ phrase with its picture. With a weaker class, ask for translation to check if they understand. With a stronger class, T may ask some additional questions, e.g. *Do you often have sweet soup/ green tea...? How often do you have it? etc.*

Key: **1.** J **2.** F **3.** A **4.** B **5.** D **6.** I **7.** G **8.** H **9.** E **10.** C

3 First, ask Ss to think about their favourite food and drink, and what questions they can ask about their partners' favourite food and drink. Model this activity with a more able student. Then ask Ss to work in pairs. T may go round to help weaker Ss. Call on some pairs to practise in front of the class.

4 Play the recording and ask Ss to listen and repeat the adjectives. T can play the recording more than once. With a weaker class, ask for translations to check if they understand. Then ask Ss to use the adjectives they have learnt to talk about the food and drink in **2**. T may give some more examples to illustrate before allowing Ss to practise in pairs. After that, call on some Ss to talk in front of the class. Finally, ask Ss to add more adjectives and allow some of them to write the adjectives on the board. Check with the whole class what these adjectives mean.

Audio script:

1. bitter	**2.** delicious	**3.** tasty
4. sweet	**5.** salty	**6.** spicy
7. fragrant	**8.** sour	

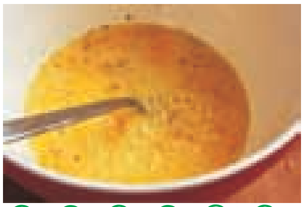
5 **Game:** Demonstrate the game to the class first: T may describe one or two favourite foods or drinks and ask some more able Ss to guess their names. Then when Ss know exactly what to do, ask them to work in groups.

A CLOSER LOOK 1

Vocabulary

1 **Look at the pictures and complete the instructions with the verbs in the box.**

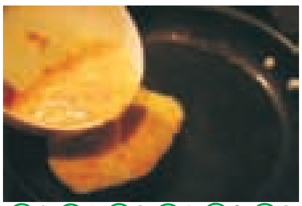
heat pour fold beat serve



1. _______ the eggs together with salt and pepper.



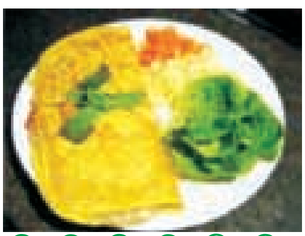
2. _______ the frying pan over a high heat and add cooking oil.



3. __________ the egg mixture into the pan.



4. _______ the omelette in half.



5. _______ with some vegetables.

2 **Put the words in the correct order to make sentences. Then reorder the sentences to give the instructions on how to make a pancake.**

1. together/Beat the eggs/with sugar, flour and milk
2. at a time/into the pan/Pour ¼ cup of the mixture
3. over a medium heat/Heat the oil/in a frying pan
4. until/ golden/Cook
5. with some vegetables/Serve/the pancake

3 **Put the following nouns in the correct columns. Some may fit in both categories.**

salt, omelette, flour, spring rolls, pancake, pepper, beef noodle soup, pork, cooking oil, noodles, turmeric, sandwich

Dishes	Ingredients

Pronunciation

/ɒ/ and /ɔ:/

4 **Listen and repeat the words. Pay attention to the sounds /ɒ/ and / ɔ:/.**

soft pork salt hot bottle
pot fork sport sauce rod

Now, in pairs put the words in the correct column.

/ɒ/	/ ɔ:/

5 **Listen to the sentences and circle the words you hear.**

1. Can you see the ***cod/cord*** over there?
2. It is a very small ***pot/ port***.
3. Tommy doesn't like these ***spots/sports***.
4. Where can I find the ***fox/forks***?
5. His uncle was ***shot/short*** when he was young.

A CLOSER LOOK 1

Vocabulary

1 Have Ss complete the instructions with the verbs in the box. With a weaker class, ask for translations to check if they understand. With a stronger class, T may wish to ask Ss to make some examples with the verbs they have learnt.

Key: **1.** Beat **2.** Heat **3.** Pour **4.** Fold **5.** Serve

2 Ask Ss to do the exercise individually and then check with the whole class. When checking, ask Ss to refer to **1** to make the meanings of the verbs clearer to them.

Key:
1. **Beat** the eggs together with sugar, flour, and milk.
2. **Pour** ¼ cup of the mixture into the pan at a time.
3. **Heat** the oil over a medium heat in a frying pan.
4. **Cook** until golden.
5. **Serve** the pancake with some vegetables.
Reordering: 1 - 3 - 2 - 4 - 5

3 Check Ss' understanding of the meanings of the nouns given. With the nouns that Ss do not know, T may explain their meanings by using pictures, examples, or even translations. Then, have Ss put the nouns in the correct columns. Remind Ss that some nouns may fit in both columns.

Key:
Dishes: pancake; beef noodle soup; spring rolls; noodles; pork; omelette; sandwich
Ingredients: salt; cooking oil; flour; pork; turmeric; pepper; noodles

Pronunciation

/ɒ/ and /ɔ:/

4 T models the sounds /ɒ/ and /ɔ:/ first and lets Ss see how the sounds are formed. Ask Ss to practise the /ɒ/ and /ɔ:/ sounds together. Play the recording and ask pupils to listen and repeat. Play the recording as many times as necessary. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before T checks their answers with the whole class.

Key:
/ɒ/ : soft ; hot ; bottle ; pot ; rod
/ɔ:/ : pork ; salt ; fork ; sport ; sauce

Audio script:

soft	pork	salt	hot	bottle
pot	fork	sport	sauce	rod

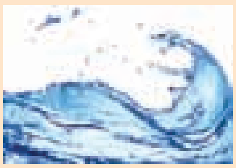
5 Ask Ss to listen while you play the recording. Play the recording again and ask Ss to circle the words they hear. Ask Ss to check their answers. Provide further practice if needed.

Key:
1. cod **2.** port **3.** sports
4. fox **5.** short

Audio script:
1. Can you see the ***cod*** over there?
2. It is a very small ***port***.
3. Tommy doesn't like these ***sports***.
4. Where can I find the ***fox***?
5. His uncle was ***short*** when he was young.

Grammar

Countable and uncountable nouns

Countable nouns	
one egg 	two eggs 
Uncountable nouns	
some water 	some rice 

For uncountable nouns we can use phrases like *a bottle of, a piece of, a bar of , a glass of, a kilo of,* and *a bag of,* etc.

Example:

a bottle of water



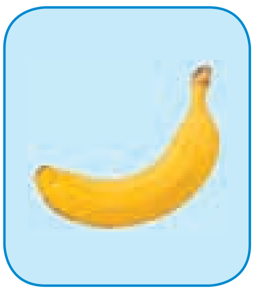
Look out!

There are many different phrases like *a bottle of, a piece of, a kilo of,* etc. Can you add some more?

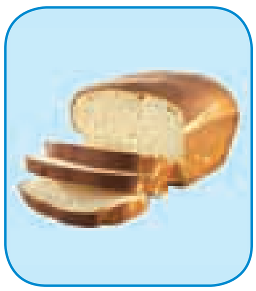
1 **Which of the following nouns are countable and which are uncountable? Which phrases can you use with the uncountable nouns?(You may use a dictionary to help you.)**



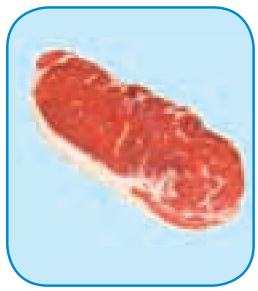
1. spinach



2. banana



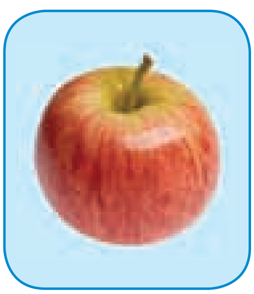
3. bread



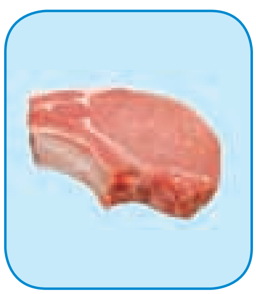
4. beef



5. pepper



6. apple



7. pork



8. turmeric

A CLOSER LOOK 2

Grammar

Countable and uncountable nouns

Ask Ss to study the **Grammar Box**. Draw Ss' attention to the difference between countable nouns and uncountable nouns and the use of measurement phrases, by analysing the examples in the **Grammar Box**. Then ask some Ss to give some more examples. Remind Ss that they should use a good dictionary to check if a noun is countable or uncountable.

1 Show Ss what they should do. Ask Ss to do the grammar exercise individually. Remind them to refer to the **Grammar Box** and use a dictionary if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

Key:

Countable: banana, apple

Uncountable: bread, beef, pepper, pork, turmeric, spinach

A/An/Some/Any

Countable nouns		
	Singular	**Plural**
Affirmative	There is **an** egg.	There are **some** eggs.
Negative	There is**n't an** egg.	There are**n't any** eggs.
Interrogative	Is there **an** egg?	Are there **any** eggs?

Uncountable nouns	
Affirmative	There is **some** milk.
Negative	There is**n't any** milk.
Interrogative	Is there **any** milk?



Remember!

We can use *some* in an offer or a request

Example:

Would you like some bananas?

Can I have some milk, please?

2 **Game: GIVE ME AN EGG!**
One team says words related to food or drink. The other team adds *some* or *a/an*.

Example:

Team 1: *egg*	Team 1: *flour*
Team 2: *an egg*	Team 2: *some flour*

3 **Fill the blanks with *a/an*, *some,* or *any* in the following conversation.**

Mi: Let's have dinner.

Phong: Good idea! Is there (1)_______ rice?

Mi: No, there isn't, but there are (2)_______ noodles.

Phong: OK. Let's have noodles with (3)_______ beef or pork.

Mi: Ah, there's a problem.

Phong: What is it?

Mi: There isn't (4)______ beef or pork left.

Phong: Oh, I have (5)_______ cheese sandwich and (6)______ apple in my bag.

Mi: That's not enough for both of us, Phong!





How many? How much?

'*How many?*' and '*How much?*' are used to ask about quantity. We use '*How many?*' with countable nouns and '*How much?*' with uncountable nouns.

How many + plural countable nouns

Example:

How many eggs do we have?

How much + uncountable nouns

Example:

How much milk do you need?

4 **Fill each blank with *How many* or *How much*.**

1. _______ apples are there in the fridge?
2. _______ pepper do you want?
3. _______ bananas are there on the table?
4. _______ sandwiches are there in your bag?
5. _______ water is there in the bottle?

5 **Work in pairs. Use the suggested words to make questions with *How many/How much*, then interview your partner.**

Example:

milk/drink/every morning

How much milk do you drink every morning?

1. water/drink/every day?
2. rice/eat/for dinner?
3. vegetables/eat/every day?
4. apples/eat/every day?

A/ An/ Some/ Any

Ask Ss to study the **Grammar Box.** Draw Ss' attention to the use of *a, an, some,* and *any* by analysing the instructions and examples in the **Grammar Box**. Then ask some more able Ss to give some more examples. Remind Ss of the special use of *some* in an offer or a request.

2 **Game:** Demonstrate the game to the class first. Then when Ss know exactly what to do, ask them to work in groups.

3 Ask Ss to read the instruction. Tell Ss what they are supposed to do (with a weaker class do the first blank). Then ask Ss to work individually and share the answers with their partners before checking with the whole class.

Key: **1.** any **2.** some **3.** some **4.** any **5.** a **6.** an

How many? How much?

Ask Ss to study the **Grammar Box**. Help Ss distinguish the use of *How many*? and *How much*? by analysing the instruction and examples in the **Grammar Box**. Then ask some more able Ss to give some more examples.

4 Ask Ss to read the instruction. Tell Ss what they are supposed to do (with a weaker class do the first sentence). Then ask Ss to work individually and share their answers with their partners before checking with the whole class.

Key:

1. How many **2.** How much **3.** How many **4.** How many **5.** How much

5 Ask Ss to read the instruction. Use the example to make clear to Ss what they are supposed to do (with a weaker class do the first sentence). Then have Ss work in pairs: one asks the questions he/she has made from the suggested words and the other gives the answers. T may go round to help weaker Ss.

Key:

1. How much water do you drink every day?
2. How much rice do you eat for dinner?
3. How many vegetables do you eat every day?
4. How many apples do you eat every day?

COMMUNICATION

YOUR FAVOURITE FOOD AND DRINK

Extra vocabulary

xoi **(sticky rice)**	**yoghurt**
sauce	**tuna**
sausage	**ham**





1 **Listen to a celebrity chef, Austin Nguyen talking about his favourite food. Which food in *Extra vocabulary* does he talk about?**

2 **What are your favourite food and drink? Write your answers in the table below.**

Questions	Your answers
1. What's your favourite food?	
2. How does it taste?	
3. What's your favourite drink?	
4. When do you often drink it?	
5. What foreign food/drink do you like?	
6. What new food do you want to try?	
7. What food do you hate?	
8. What food can you cook?	

3 **Now, interview three students about their favourite foods and drinks. Write their answers in the table below.**

Questions	Student 1	Student 2	Student 3
1. What's your favourite food?			
2. How does it taste?			
3. What's your favourite drink?			
4. When do you often drink it?			
5. What foreign food/drink do you like?			
6. What new food do you want to try?			
7. What food do you hate?			
8. What food can you cook?			

4 **Report your results to the class.**

COMMUNICATION
Your favourite food and drink

- Before Ss open their books, ask them what food and drink they like to have. T can say: *Today, we are going to do an interview with your classmates about their favourite food and drink. Please think of the questions you may ask your friends in your interview with them.*
- Help Ss understand the meanings of the words in **Extra vocabulary** by using pictures, examples, or even translations. T may ask Ss to add some more words naming or describing food and drink.

1 Ask Ss to look at the picture of the chef and predict which food or dishes he might like. Play the recording and let Ss check their predictions. Play the recording again and ask Ss to tick the food the chef mentions from the *Extra vocabulary* box.

Audio script:

Austin Nguyen: Hi, I'm celebrity chef Austin Nguyen and I want to share with you a few of my favourite dishes.

One of my favourites has to be sticky rice because we can eat it in so many ways - with a pinch of salt, with some sliced sausage. Perfect!

I eat simply at home. Just some fruit and yoghurt for breakfast, but if I'm eating out, a wonderful grilled tuna steak is my favourite dish. Delicious! Next...

2 First, have Ss read the questions in the table carefully and ask them to note their answers. Then ask Ss to share their answers in pairs to find out what they have in common with their partners.

3 Ask Ss to move around and ask different classmates every question in the table (avoiding those whom they have shared their answers with in **1**). Remind Ss to write the names of the people they interview and note the answers in the table. When they have finished the interview, T may have Ss practise reporting the results of their interviews in pairs or in groups (including the information about themselves).

4 Call on some Ss to report the results of their interviews before the whole class. After each student has finished his/ her report, T invites some comments from other Ss. Then T makes comments. After the chosen Ss have given their presentations, T can correct the common errors.

SKILLS 1

Reading

1 **Read Phong's blog. Find the words from the box below in the text and underline them. Use the words around each underlined word to help you understand the meaning.**

stewing	bones	broth	boneless	slices



Sun, Feb 24, ...

PHO - A POPULAR DISH IN HA NOI

Among the many special dishes in Ha Noi, *pho* is the most popular. It is a special kind of Vietnamese soup. We can enjoy *pho* for all kinds of meals during the day, from breakfast to dinner, and even for a late night snack. *Pho* has a very special taste. The rice noodles are made from the best variety of rice. The broth for *pho bo* (beef noodle soup) is made by stewing the bones of cows for a long time in a large pot. The broth for another kind of *pho*, *pho ga* (chicken noodle soup) is made by stewing chicken bones. The chicken meat served with *pho ga* is boneless and cut into thin slices . . . It's so delicious!

Tell me about a popular dish where you live!

Posted by Phong at 5:30 p.m.













Remember!

Sometimes we don't know all of the words in a passage and don't have time to look up words in the dictionary. It's okay! Practise using the words around the word you don't know to guess the meaning.

2 **Read Phong's blog again and answer the questions.**

1. When can we enjoy *pho*?
2. What are the noodles made from?
3. How is the broth for *pho bo* (beef noodle soup) and *pho ga* (chicken noodle soup) made?
4. How is the chicken meat served with *pho ga*?

Speaking

3 **Look at the list of ingredients below. Work in pairs. Ask and answer questions about the ingredients for an omelette.**

RECIPE FOR AN OMELETTE

Ingredients

- *two eggs*
- *a pinch of salt*
- *two teaspoons of cold water*
- *a half teaspoon of pepper*
- *two tablespoons of oil*



Example:

A: I want to cook an omelette. What ingredients do I need?

B: You need ...

A: How much/many ...?

4 **Look at the pictures of how to cook an omelette.**

RECIPE FOR AN OMELETTE

Instructions



1. First, beat ______________________.

SKILLS 1

Reading

Ask Ss to look at the picture of a bowl of *pho*. Ask them: *What dish do you think it is? Which place is famous for this dish? What are the ingredients for it? When do people often have it? Do you like to have it? Why?/ Why not?*

1 Ask Ss to scan the passage to find where the words *stewing, bones, broth, boneless* and *slices* are in the passage. T may help Ss use the context of the passage to work out the meanings of these words. If it is a weak class, T may ask for translation to check if they understand.

2 T may set a longer time limit for Ss to read the text again, and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

Key:

1. We can enjoy *pho* for all kinds of meals during a day, from breakfast to dinner, and even for a late night snack.
2. They are made from the best variety of rice.
3. The broth for *pho bo* is made by stewing the bones of cows for a long time in a large pot. The broth for *pho ga* is made by stewing chicken bones.
4. It is boneless and cut into thin slices.

Speaking

3 First, remind Ss of the form and use of *a/ an, some, any* and phrases of quantity used with uncountable nouns. Ss may refer to the **Grammar Boxes** in **A Closer Look 2**. Then, ask Ss to work in pairs, asking and answering questions about the ingredients for an omelette. T may go around to help weaker Ss. After finishing, call on some pairs to practise in front of the class.

4 First, remind Ss of the words or phrases about cooking, food and drink. Ask Ss to refer to the words and phrases that they can use to talk about food, drink, and cooking in the **Getting Started, A Closer Look 1,** and **Communication.** Then, ask Ss to work individually, using the phrases in the box to complete the instructions on how to cook an omelette. Have Ss share their answers with their partners before checking with the whole class. If time allows, call on some Ss to practise giving instructions in front of the class on how to make an omelette.

Key:

1. d **2.** e **3.** a **4.** b **5.** c



2. Then, heat __________________________.



3. Next, pour __________________________.



4. After that, fold ________________________.



5. Finally, put __________________________.

Use the phrases in this box to complete the above instructions.

a. the egg mixture into the pan and cook for two minutes
b. the omelette in half
c. the omelette on a plate and serve it with some vegetables
d. eggs together with salt, pepper, and cold water
e. the oil over high heat in a frying pan

5 **Work in pairs. Practise giving instructions on how to make a dish or drink.**

Example:

A: Can you tell me how to cook the rice, please? What should I do first?
B: First, put some water in a pot and heat it until it boils.
A: And then?

SKILLS 2

Listening

1 **Listen to three people talking about traditional dishes where they live. Match the places with the dishes.**

a. Nghe An **b.** Ha Noi **c.** Da Nang

1. *bánh tôm* ____________
2. *súp lươn* ____________
3. *mỳ quảng* ____________

2 **Listen again. Tick the ingredients for each dish. Some ingredients are in more than one dish.**

	rice noodles	eel	pepper	turmeric	shrimp	pork
bánh tôm						
súp lươn						
mỳ quảng						

Writing

3 **Make notes about some popular food or drink in your neighbourhood.**

Name of the foods or drinks	Ingredients	How to make them

4 **Write a paragraph about popular foods or drinks in your neighbourhood. Choose one or more. Use the information in 3, and Phong's blog, as a model.**



Remember!

Make your writing complete!
Try to answer *Who, What, When, Where, Why,* and *How*, to help you in your writing.

5 First, give Ss time to think about some food and drink and how to make them. Ss may make notes about the steps to make their food and drink. Next T may ask a more able student to model this activity in front of the class. Then, have Ss work in pairs while T circulates and monitors. If time allows, T may call on some pairs to practise before the whole class, then invite some comments from other Ss.

SKILLS 2

Listening

Ask Ss to talk about traditional food or drink where they live. Ask them: *What are the traditional food or drink in your village/ city/ town/ province? Which one is the most popular? What are the ingredients for it?* For advanced classes T may ask Ss how they would describe the dish.

1 Ask Ss to read the instructions carefully and remind them to remember the names of three places and three dishes mentioned in the conversation they are going to listen.

- Play the recording and ask Ss to match the places with the dishes. Then ask two or three Ss to write their answers on the board.
- Play the recording again for Ss to check the answers. If time is limited, T may play only the sentences that include the information Ss need for their answers.

Key: **1.** b **2.** a **3.** c

Audio script:

1

Interviewer: Are you from Nghe An?
Man: Yes, I am.
Interviewer: Are there any traditional dishes there?
Man: Yes, there are. There's a kind of soup. Its name is *sup luon*.
Interviewer: What are the ingredients?
Man: Well, there's eel, turmeric, pepper, and some chilies. It's often served with bread.

2

Interviewer: Where are you from?
Woman: I'm from Da Nang.
Interviewer: Can you give me an example of a traditional dish there?
Woman: Our traditional dish is called *my quang*.
Interviewer: What are the ingredients?
Woman: It's made with rice noodles, shrimp, pork, ... and some vegetables.

3

Interviewer: Are you from Hai Phong?
Man: No, I'm from Ha Noi.
Interviewer: What are the traditional dishes in Ha Noi?
Man: There are a lot. *Banh tom* is one.
Interviewer: Banh Tom! What is it, exactly?
Man: It's fried pastry with red shrimp on the top.
Interviewer: Mmm, sounds delicious.

2 - Ask Ss to read the rubric and study the table carefully. Ss may work in pairs to discuss the answers from the information they have listened to in **1**.

- Play the recording again and have Ss tick the correct items as they listen. Ss can share their answers with their partners. With a weak class, T may play the recording several times to help Ss choose the correct answers. Call some Ss to write their answers on the board.
- Play the recording again for Ss to check the answers. T may pause at the sentences that include the information Ss need for their answers.

Key:

	rice noodles	eel	pepper	turmeric	shrimp	pork
banh tom					✓	
sup luon		✓	✓	✓		
my quang	✓				✓	✓

Writing

3 Ask Ss to make notes about some popular foods or drinks where they live. Remind Ss that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T may read out the notes from some more able Ss to the whole class.

4 Set up the writing activity. T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss do not have to think of so many ideas about what they have to write because they have made lists in **3**. So T only has to brainstorm with Ss for the language necessary for writing. T may ask Ss to refer back to the reading in **Skills 1** for useful language and ideas, and he may note some necessary expressions and language on the board.

- Ask Ss to write a draft first. Then have them write their final version in class or at home. If Ss write in class, they can also do it in pairs or groups. T may display all or some of the leaflets on the wall or on the noticeboard. Other Ss and T give comments. Ss edit and revise their writing as homework.

LOOKING BACK

Vocabulary

1 Add the words/phrases you have learnt to the columns.

Dishes	Ingredients	Measurement Phrases
omelette	*shrimp*	*a slice of*

Compare with a partner. Who has more words/ phrases?

2 Fill each gap with a verb from the box.

heat pour fold serve beat

1. ______ the omelette in half.
2. ______ the sauce over the cake.
3. ______ the milk together with flour, sugar and cheese.
4. ______ the food for five minutes.
5. ______ it on a plate.

Grammar

3 Choose *a/an* or *some* for the following words.

1. _______ banana	5. _______ pork
2. _______ bread	6. _______ salt
3. _______ beef	7. _______ apple
4. _______ pepper	8. _______ milk

4 Complete the sentences with *some* or *any*.

1. There aren't ______ eggs in the fridge.
2. Would you like ______ coffee?
3. Is there ______ orange juice in the fridge?
4. She has got ______ eggs but she hasn't got ______ milk.
5. I went fishing but I didn't catch ______ fish, so we had ______ bread for dinner.

5 Make questions with *How many/How much* for the underlined words in the following sentences.

1. Ann has got three oranges.
   How many oranges has Ann got?
2. There is some milk in the bottle.
   ____
3. I need three cans of lemonade.
   ____
4. Peter has got three apples in his bag.
   ____
5. There is some rice left in the electric cooker.
   ____

Communication

6 Choose sentences (A-D) to complete the following conversation. Practise the conversation with a partner.

Phong: Can you tell me how to cook rice, please? What should I do first?
Mi: (1)______________________________
Phong: What should I do when the water boils?
Mi: (2)______________________________
Phong: And then?
Mi: (3)______________________________
Phong: OK, after that?
Mi: (4)______________________________
Phong: Ah, yes. Thank you.

A. Then, stir the rice.
B. When the water boils, put in the rice and let it boil for another five minutes.
C. Cook the rice over low heat for 15 minutes before you serve it.
D. First, put water in a pot and cook it over high heat until it boils.

Finished! Now I can ...	✓	✓✓	✓✓✓
• use words and phrases for food and drink			
• distinguish countable nouns and uncountable nouns			
• use *a/an*, *some* and *any* to talk about quantity			
• use *How much* and *How many* to ask about quantity			
• tell someone how to make a kind of food or drink			

LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

1 Tell Ss to find as many words or phrases as possible to add to the columns individually. Then ask them to compare with their partners to find out who has more words.

Suggested key:

Dishes	Ingredients	Phrases
omelette, pancake, beef noodle soup, chicken noodle soup, rice, noodles, pork, sandwich, meat, tofu, bread, spring rolls ...	shrimp, salt, cooking oil, flour, pork, turmeric, pepper, noodle, vegetable, egg, meat, tofu ...	a slice, a can, a bottle, a kilo, a bar, a glass, a bag, a teaspoon, a tablespoon ...

2 Ask Ss to read the sentences carefully and complete them with the verbs from the box. Remind Ss that the words, phrases, and sentences around the blanks will provide the context for them to choose the correct verbs.

Key: **1.** Fold **2.** Pour **3.** Beat **4.** Heat **5.** Serve

Grammar

For exercises **3**, **4**, and **5**, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now you can...* statement.

Key:

3 **1.** a **2.** some **3.** some **4.** some **5.** some **6.** some **7.** an **8.** some

4 **1.** any **2.** some **3.** any **4.** some, any **5.** any, some

5 **2.** How much milk is there in the bottle?
3. How many cans of lemonade do you need?
4. How many apples has Peter got in his bag?
5. How much rice is (there) left in the electric cooker?

Communication

6 First, ask Ss to do the task individually to complete the conversation. Then check their answers with the whole class. After that, ask Ss to practise the conversation with their partners.

Key: **1.** D **2.** B **3.** A **4.** C

Finished!

Finally ask Ss to complete the self-assessment.

PROJECT

A CLASS COOK BOOK

1 **Read this page from a cook book on how to make the perfect pancake.**

The perfect pancake!



Preparation time:* *five minutes

Cooking time:* *ten minutes

INGREDIENTS:

- two eggs
- three teaspoons of sugar
- four tablespoons of flour
- one cup of milk

1. Beat the eggs together with sugar, flour and milk.
2. Heat the oil over medium heat in a frying pan.
3. Pour about ¼ cup of the mixture into the pan at a time.
4. Cook until golden.
5. Serve with some vegetables.

2 **Choose one of your favourite dishes and write a recipe for it.**

3 **Combine your recipes into a class cook book.**





PROJECT
A class cook book

1. Ask Ss to read the recipe for the pancake. Point out the instructions on how to make a pancake and the ingredients needed for it. Remind them that a recipe generally includes two parts: a set of instructions that tells them how to cook food or a dish and the ingredients (*i.e.* items of food) they need for it.
2. Ask Ss to work in pairs/groups to discuss one of their favourite food and the recipe for it. Each student may make notes about the instructions on how to make his favourite food and the ingredients he needs for it.
3. Ask Ss to use the ideas from their notes to write a recipe for one of their favourite food. Ss can complete the project as homework if there is not enough time. Finally, combine the recipes into a class cook book.

Unit 6 THE FIRST UNIVERSITY IN VIET NAM

GETTING STARTED

Making arrangements for a trip

THIS UNIT INCLUDES:

VOCABULARY
Historic places and things
Things to take on a trip

PRONUNCIATION
Sounds: /tʃ/ and /dʒ/

GRAMMAR
Passive voice

COMMUNICATION
Giving advice about going on trips
Writing about a historic place

1 Listen and read.

Mai's mum: What are you doing, Mai?

Mai: I'm preparing for a trip to the Temple of Literature and the Imperial Academy.

Mai's mum: Oh, I see. You know that it's a famous historic and cultural place.

Mai: Of course, Mum.

Mai's mum: Did you know that it was started in the 11th century? The Imperial Academy is considered the first university in Viet Nam.

Mai: Yeah, we learned about that in school. Mum, this is the list of the things I plan to take with me.

Mai's mum: Let me have a look. … You definitely don't need an umbrella. It's winter and there's not much rain.

Mai: Will it be cold?

Mai's mum: Yes, it's a good idea to take warm clothes.

Mai: I see.

Mai's mum: The Temple of Literature is a beautiful place. It's surrounded by trees and contains many interesting things. You'd better take the camera.

Mai: I will, Mum.



Objectives:

By the end of this unit, Ss can:

- pronounce the two sounds /tʃ/ and /dʒ/ correctly in isolation and in context
- use lexical items related to historic places and things, and arrangements for a trip
- use the passive voice to emphasise actions or events
- read a passage for specific information about the first university in Viet Nam
- listen for specific information about a famous teacher
- write a short passage about a historic place

GETTING STARTED
Making arrangements for a trip

Introduction

To start the unit, write the name of the unit on the board. Ask Ss if they know about the Temple of Literature - the Imperial Academy (where it is, what it is, why it is well known). Then ask Ss if they have been there or if they are interested in visiting it. Let Ss open their books and start the unit.

T may ask Ss to look at the leaflet and discuss what they are going to learn in the unit or what the unit includes.

1 Ask Ss to look at the picture. T can ask Ss prediction questions about the picture. For more able classes, T can brainstorm questions with Ss and write them on the board. Questions may include: *Who are they? What are they doing? What are they talking about?*

Then, ask Ss to have a quick look at the conversation and ask and answer questions, such as: *Who is talking? What are they talking about?*

T plays the recording and has Ss follow along. T may ask Ss to read the conversation aloud in pairs.

a **Read the conversation again and answer the questions.**

1. What is Mai going to visit?
2. What is the Imperial Academy?
3. When was it founded?
4. Where is it located?
5. Why is Mai going to take warm clothes?

b **Read the conversation again. Complete the table.**

Things Mai needs to take and reasons why	Things Mai doesn't need to take and reasons why not

2 **Imagine that you are going to take a trip to a temple or a pagoda.**

a **Look at the table and tick (✓) the items you would like to take with you.**

blanket	☐	warm clothes	☐
tent	☐	bottled water	☐
ball	☐	umbrella	☐
camera	☐	mobile phone	☐
food	☐	compass	☐

b **Work in pairs. Tell your partner about three of the items you would take with you for the trip and explain why. You can use the following suggestions.**

Example:
I'll take warm clothes because it'll be cold.

I'll need/take ________ because ________.
I'd like to take ________ because ________.

c **Work in pairs. Give advice to your partner about what to take and what not to take on the trip. Give reasons.**

Example:
A: I want to take a trip to Sa Pa.
B: You'd better take warm clothes because it's cold.

You'd better take ________ because ________.
It's a good idea to take ______ because ______.
You won't need ________ because ________.
It's not necessary to take ______ because _____.

3 **Imagine that your class is planning a trip to Huong Pagoda. Work in groups. Ask and answer questions about how to make arrangements for the trip. Then fill in the table.**

Example:
A: Where will we go?
B: We'll go to Huong Pagoda.
Or
A: Where would you like to go?
B: I'd like to go to Huong Pagoda.

Where to go	*Huong Pagoda*
When to go	________________
Who to go with	________________
How to get there	________________
What to take	________________
What to do	________________



a Ss answer the questions in pairs. Ss compare their answers in groups and then discuss as a class. T writes the correct answers on the board if necessary.

Key:

1. She's going to visit the Temple of Literature – the Imperial Academy.
2. It's the first university in Viet Nam.
3. About one thousand years ago. / In the 11^{th} century.
4. In the centre of Ha Noi.
5. Because it will be cold.

b Ask Ss to read the conversation again and underline the things Mai needs to take and why. Ss should also underline the things Mai doesn't need to take and why not. Then have Ss write the words / phrases/ sentences in the correct columns. Correct the answers as a class.

Key:

Things Mai needs to take and reasons why:

- warm clothes – will be cold
- camera – take photos of interesting things

Things Mai doesn't need to take and reasons why not:

- an umbrella – cold (winter) and not much sunlight or rain

2 Have Ss imagine that they are going to have a trip to a temple or a pagoda.

a Ask Ss to look at the table and tick the items they would like to take with them.

b Ask Ss to tell their partners three items they would like to take and give the reasons why. Ss may use the given structure or the example.

c Ask one student to suggest a place he/ she wants to go, and one student to give advice about things to take, then give reasons. Remind Ss of the structures they can use to give advice:

You'd better take ________ *because* ________

It's a good idea to take ________ *because* ________

You won't need ________ *because* ________

It's not necessary to take ________ *because* ________

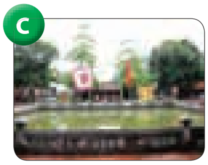
3 Ask Ss to ask and answer the questions in groups about how to plan a trip to a place. Ss can use the suggested information in the table and the questions and answers in the example. Then, ask Ss to write the information in the table.

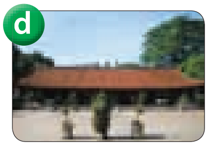
A CLOSER LOOK 1

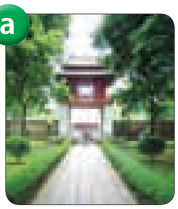
Vocabulary

1 Match the words with the pictures.

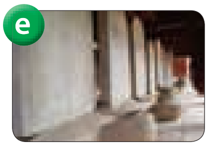
1. The Temple of Literature
2. Thien Quang Tinh Well
3. Doctors' stone tablets
4. Van Mieu Gate
5. Khue Van Pavilion

c


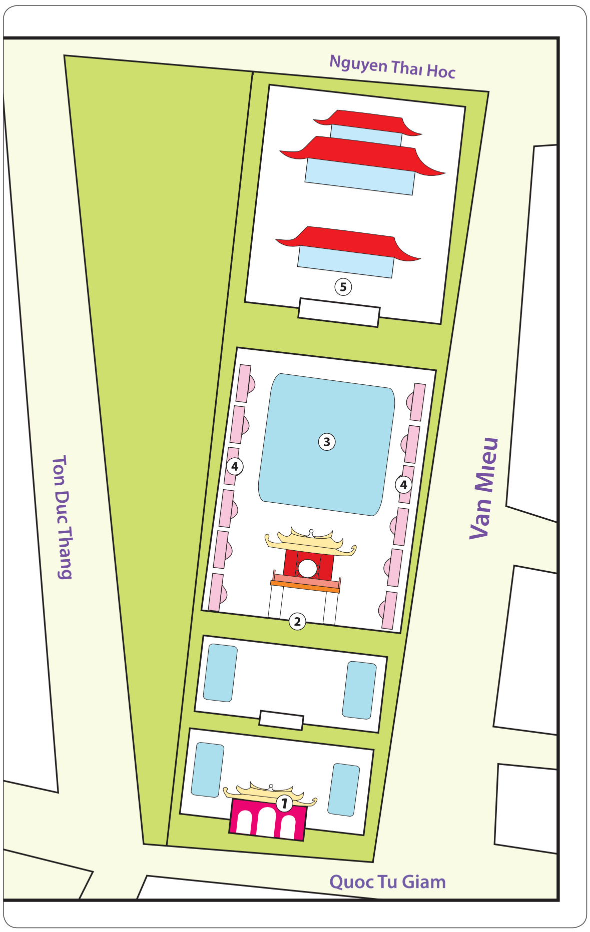
d


a


b


e


2 Read the names in 1 again and listen to the recording. Complete the layout of the Temple of Literature - the Imperial Academy.



3 With a partner, use the prepositions in the box below to describe the layout of the Temple of Literature – the Imperial Academy. Share your descriptions with the class.

in	in front of/at the back of
behind	in the middle of
between	next to

Pronunciation

/tʃ/ and /dʒ/

4 Listen and write the words in the correct columns.

teach	question	chair	village
cultural	heritage	jeans	architectural
engineer	children	job	watch

/tʃ/	/dʒ/
______________	______________
______________	______________
______________	______________
______________	______________

5 Listen and repeat the chants.



ORANGE

Orange juice, orange juice,
Cherry jam, cherry jam,
Which one is cheaper for children?
Orange juice is cheap.
Cherry jam is cheaper.



CHICKEN

Chicken chop, chicken chop,
Chip chop, chip chop,
Who likes chicken chop for lunch?
John likes chicken chop.
Jill likes pork chop.

6 Write the words from 5 with the sounds /tʃ/ and /dʒ/ in the right columns.

/tʃ/	/dʒ/
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

A CLOSER LOOK 1

Vocabulary

1 First, ask Ss to look at the names of some sections in the Temple of Literature – the Imperial Academy. Then, have Ss read the names aloud. Finally, have Ss match the names with the pictures. Correct the exercise as a class.

Key: **1.** d **2.** c **3.** e **4.** b **5.** a

2 Have Ss look at the layout of the Temple of Literature – the Imperial Academy. Ask Ss to guess the names of five sections (1-5) in the layout. Then, have Ss read the names of the sections in **1**.

T plays the recording twice, once for Ss to listen to the entire recording, and once for them to put the names of the sections in the layout.

Play the recording a third time for Ss to check the answers. Ss compare their answers in pairs or groups. T may correct the exercise as a class.

Key:

1. Van Mieu Gate **2.** Khue Van Pavilion **3.** Thien Quang Tinh Well

4. Doctors' stone tablets **5.** The Temple of Literature

Audio script:

The Temple of Literature - The Imperial Academy (Van Mieu – Quoc Tu Giam) includes four main gates and five courtyards. The entrance to the first courtyard is called Van Mieu Gate. The other three gates are Great Middle Gate, Khue Van Pavilion and Gate of Great Success.

In the first two courtyards there are old trees, beautiful flowers and lawns. The third courtyard consists of Thien Quang Tinh Well and the Doctors' stone tablets. The next courtyard is the Temple of Literature. It also contains offices, gift shops and a small museum. The buildings in the last courtyard were newly rebuilt.

3 Have Ss describe the layout using the prepositions suggested. T may ask some Ss to write the sentences on the board. Then ask some Ss to give the descriptions of the layout for the class.

Pronunciation

/tʃ/ and /dʒ/

4 T plays the recording and Ss repeat, paying attention to the sounds /tʃ/ and /dʒ/. T may pause the recording to drill difficult items. Then Ss write the words in the correct columns.

Key: /tʃ/: children, chair, architectural, cultural, watch, teach, question

/dʒ /: job, jeans, engineer, heritage, village

5 Play the recording twice. First, allow Ss to listen and repeat the chant sentence by sentence. Ask them to observe the T's lip positions for the two sounds /tʃ/ and /dʒ/. Then, ask them to sing the chants in pairs or groups.

6 When Ss have finished **5**, T lets Ss write the words with the sounds /tʃ/ and /dʒ/ in the correct columns. T may call some Ss to write their answers on the board. Correct their mistakes.

Key: /tʃ/: chicken, chop, cherry, children, chip, cheap, cheaper, which, lunch

/dʒ/: orange, jam, juice, Jill, John

A CLOSER LOOK 2

Grammar

The passive voice

We use the passive voice when the action is more important than the person who does it.

The present simple passive

(+) Affirmative

Subject + be (am/is/are) + past participle

(-) Negative

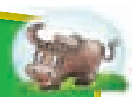
Subject + be (am/is/are)+ not + past participle

(?) Interrogative

Be (am/is/are) + subject + past participle?

Example:
The Temple of Literature is located in the centre of Ha Noi.

Look out!



In the passive voice the person/thing doing the action is usually placed at the end.
The passive voice is more common in writing than speaking.

Example:
The Temple of Literature is visited by thousands of people.

1 Complete the passage using the past participle of the verbs in the box.

display	consider	
locate	take	surround

The Temple of Literature is (1) ____________ in the centre of Ha Noi about 2 kilometres west of Hoan Kiem Lake. It is (2) ____________ by four busy streets: *Quoc Tu Giam, Van Mieu, Ton Duc Thang,* and *Nguyen Thai Hoc*. Many precious relics are (3) ____________ there. Many trees and flowers are (4) ____________ care of by the gardeners at the landmark. It is (5) ____________ one of the most important cultural and historic sites of Viet Nam.

2 Using the verbs in brackets, write sentences in the present simple passive.

Example:
The Temple/by Vietnamese people and foreign tourists (visit)
→ *The Temple is visited by Vietnamese people and foreign tourists.*

1. Many precious relics/in the Temple of Literature *(display)*
→ ______________________________
2. Many old trees and beautiful flowers/by the gardeners *(take care of)*
→ ______________________________
3. Lots of souvenirs/inside the Temple of Literature *(sell)*
____
4. Khue Van Pavilion/the symbol of Ha Noi *(regard)*
→ ______________________________
5. The Temple of Literature/one of the most important cultural and historic places/in Viet Nam *(consider)*
→ ______________________________

3 Using the words in the box below, can you make sentences in the present simple passive to talk about the Temple of Literature?

brick walls	trees and flowers	
courtyards	food and drink	tickets

Example:
The Temple of Literature is surrounded by brick walls.

A CLOSER LOOK 2

Grammar

The passive voice

The present simple passive

Introduction

T asks Ss to look at the table and explain how the present simple passive is used (we use the present simple passive to emphasise the action done at present) and how it is formed. Let Ss read the example below the table.

Then, Ss read the sentence in the **Look out!** box to have a better understanding of the passive voice (In the passive voice the person or thing doing the action may be placed at the end). For example: *The Temple of Literature is visited by thousands of people.*

1 T asks Ss to complete the exercise individually. First Ss read the passage and guess the appropriate word that can be put in each gap. Then they have to change the verbs given in the box into the past participle. Finally, Ss write the past participle of the verbs in the correct gaps. T corrects the answers with the class.

Key:

1. located **2.** surrounded **3.** displayed **4.** taken **5.** considered

2 Have Ss study the example to know how to write the sentences, paying special attention to the use of the past participle of the verbs in brackets. T may ask one student to write his/ her sentence on the board. Then, T has Ss do the exercise individually.

When Ss have finished the exercise, T asks Ss to check their answers in pairs or groups. Ask one student to read his/ her answer aloud in front of the class. The class listens and gives comments.

Key:

1. Many precious relics are displayed in the Temple of Literature.
2. Many old trees and beautiful flowers are taken care of by the gardeners.
3. Lots of souvenirs are sold inside the Temple of Literature.
4. Khue Van Pavilion is regarded as the symbol of Ha Noi.
5. The Temple of Literature is considered one of the most important cultural and historic places in Viet Nam.

3 When Ss have finished **2**, T asks Ss to make sentences with the present simple passive, using the cues given. T asks Ss to compare the answers in pairs or groups.

Suggested answers:

Trees and flowers in the Temple of Literature are watered every day.

The courtyards in the Temple of Literature are tidied up/cleaned up every day.

Food and drink are not sold in the Temple of Literature.

Tickets are sold outside the Temple of Literature.

The past simple passive

(+) Affirmative
Subject + be (was/were) + past participle

(-) Negative
Subject + be (was/were) + not + past participle

(?) Interrogative
Be (was/were) + subject + past participle?

Examples:

The One Pillar Pagoda was built in 1049.

The Temple of Literature was not built in 1049.

4 **Complete the sentences with the words from the box.**

was	were	regarded
renamed	constructed	

1. The Temple of Literature ____________ founded in 1070.
2. The Imperial Academy was ______________ under Emperor Ly Nhan Tong.
3. The Doctors' stone tablets ______________ first erected by King Le Thanh Tong.
4. The Imperial Academy was ____________ as the first university in Viet Nam.
5. In 1483 the Imperial Academy was __________ Thai Hoc Vien.





5 **Put the parts of the passage below in the correct order. Then circle the examples of the past simple passive in the text.**

A. The students of The Imperial Academy were brilliant. They were selected from local examinations from all over the country.

B. They had to study many subjects for three years. Then they were carefully prepared for first, the National, and then, the Royal exams before receiving their doctorates.

C. It consisted of many classrooms and libraries for students. The teachers of the Imperial Academy were very famous scholars.

D. The Imperial Academy – the first university in Viet Nam – was built in 1076 under Emperor Ly Nhan Tong. It was used to educate young men for the nation.

6 **Can you make sentences in the present and past passive voice about the places below?**

Hung Kings' Temple	Hue Imperial City
Ha Long Bay	Hoi An Ancient Town
Huong Pagoda	One Pillar Pagoda

The past simple passive

T asks Ss to look at the table and to explain how the past simple passive is used (we use the past simple passive to emphasise the action done in the past) and how it is formed. Then let Ss read the examples below the box.

4 Ask Ss to do exercise **4** individually. Then, ask them to share their answers in pairs or groups. T may correct the answers with the class.

Key: **1.** was **2.** constructed **3.** were **4.** regarded **5.** renamed

5 T asks Ss to read and put the passage in the correct order. Then have Ss circle or underline the phrases/ sentences in the past simple passive.

Key: D-C-A-B

was built, was used, were selected, were carefully prepared

6 T asks Ss to make as many sentences as possible about the topics given, using the present or past simple passive voice. For example:

The One Pillar Pagoda is located in the centre of Ha Noi.

The One Pillar Pagoda was built in 1049.

T asks Ss to write their sentences on the board, the rest of the class observes and gives comments or corrects the mistakes.

COMMUNICATION

1 Tips for trips

a **Imagine some overseas friends are planning a trip to Ha Noi. Advise them what they should and shouldn't do. Write *Do* or *Don't* in each box.**

1. [*Do*] book a hotel in advance.
2. [ ] learn some Vietnamese before your trip to Ha Noi.
3. [ ] stay in a mini hotel.
4. [ ] eat in small restaurants.
5. [ ] rent a bike or a motorbike if you want to travel around.
6. [ ] walk around the Old Quarter at night.
7. [*Don't*] take summer clothes if you go between November and January.
8. [ ] shop in local markets for souvenirs.
9. [ ] swim in the lakes.
10. [ ] pay a visit to the Temple of Literature.

b **Work in pairs. Practise giving advice to your partner.**

Example:
You'd better book a hotel in advance so (that) you are sure you have a room.

2 Game cards

speak English

a **Preparation:**

Get the game cards from your teacher.

grow flowers and trees

visit the Temple of Literature

sell tickets

buy souvenirs

b **Instructions:**

Play the game in groups of five.

Each student in the first group chooses one card at random. He/She shows the card and makes a sentence with the phrase written on it using the present simple active voice.

One student from the second group changes the sentence into the present simple passive voice.

Example:
A: They grow a lot of trees and flowers in the Temple of Literature.
B: A lot of trees and flowers are grown in the Temple of Literature.



COMMUNICATION

1 Tips for trips

a Have Ss imagine that some overseas friends are planning a trip to Ha Noi. Ss give advice on what they should or shouldn't do. Give Ss some minutes to individually read and write *Do* or *Don't* in the boxes.

b Let Ss have time to think about their advice. Then, ask Ss to work in pairs, to give advice to their partner. Remind Ss of the structures: *You'd better … because …/ It's a good idea to … because … You'd better … so (that) …/ It's a good idea to … so (that) ….*

2 Game cards

a **Preparation:** Ss have five pieces of paper on which the following phrases are written: *speak English, grow flowers and trees, visit the Temple of Literature, sell tickets, buy sourvenirs...*

b **Introduction**

Ss play the game in two groups of five. First they place five pieces of paper face down. Then each student in the first group chooses one card at random. He/ She shows the card and makes a sentence with the phrase written on it, using the present simple active voice. One student from the second group changes the sentence of the first group into the present simple passive.

The group that makes a correct sentence will get two points and the one that makes an incorrect sentence will have two points subtracted.

For more advanced classes, T may add more pieces of paper with different phrases to the game or have Ss make their own.

SKILLS 1

Reading







1 Before you read, work in groups and answer the questions.

1. Do you think the Temple of Literature – the Imperial Academy is a good English name for Van Mieu – Quoc Tu Giam?
2. Why do many students pay a visit to the Temple of Literature – the Imperial Academy before their exams?
3. What do you think will happen to this historic place in the future?

2 Read the passage and answer the questions.

Long ago, in the year 1070, there were no universities in Viet Nam. So, in 1076, Emperor Ly Nhan Tong decided to build one - the Imperial Academy. It is considered the first university in Viet Nam. The university was a great success and thousands of Vietnamese scholars graduated from this university.

The Imperial Academy has a long and interesting history. Many kings, emperors and scholars worked to develop the university. Chu Van An was regarded as one of the most famous teachers at the Imperial Academy.

In modern time, the Imperial Academy continues to grow and receive recognition. Many old buildings were reconstructed in 1999. In 2003, four statues (Ly Thanh Tong, Ly Nhan Tong, Le Thanh Tong, and Chu Van An) were built. In 2010, the 82 Doctors' stone tablets were recognised by UNESCO.

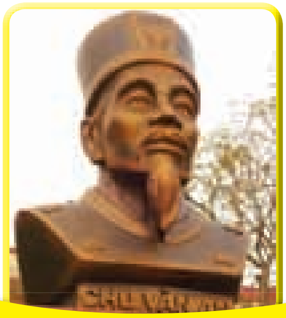
1. When was the Imperial Academy founded?
2. Why was it successful?
3. Who was one of the most famous teachers at the Imperial Academy?
4. What is another special thing about it?

3 Read the passage again and match the time in A with the events in B.

A	B
1. In 1076	A. Many old buildings were reconstructed.
2. In 1999	B. Four statues were built.
3. In 2003	C. The 82 Doctors' stone tablets were recognised by UNESCO.
4. In 2010	D. The Imperial Academy was founded.

Speaking

4 Work in groups. Look at the four statues and talk about them. You can use the information in 2 and 3 and other parts of the unit to help you.



Chu Van An (1292-1370)

This is the statue of Chu Van An. He is considered one of the most famous teachers at the Imperial Academy.



1. Ly Thanh Tong (1023-1072)



2. Ly Nhan Tong (1066-1128)



3. Le Thanh Tong (1442-1497)

SKILLS 1

Reading

1 T can give Ss time to discuss the questions in pairs and then as the whole class.

2 T calls on some Ss to read the questions from exercise **2** first. Ask Ss to pay attention to the keywords they will need to understand the meaning of the passage and answer the questions.

T asks Ss to read the text and find the information that can be used to answer the questions. As the whole class, T and Ss discuss any unfamiliar words from the passage when necessary.

Key:

1. In 1076.

2. Because thousands of Vietnamese scholars graduated from it.

3. Chu Van An was.

4. It is considered the first university in Viet Nam.

3 T asks Ss to read the passage again and match the time in **A** with the events in **B**. T corrects the answers as the whole class.

Key: **1.** D **2.** A **3.** B **4.** C

Speaking

4 T asks Ss to do exercise **4** in pairs or groups. Then, ask some Ss to give answers in front of the class. The rest of the class listens and gives comments.

Key:

1. Emperor Ly Thanh Tong is considered the founder of the Temple of Literature.

2. Emperor Ly Nhan Tong is regared as the builder of the Imperial Academy.

3. The erection of the first Doctor's stone tablet was ordered by King Le Thanh Tong.

SKILLS 2

Listening

1 Listen to the recording and circle the appropriate answer A, B, or C.

1. Chu Van An was born in ________________.
   A. Thanh Xuan District
   B. Thanh Ba District
   C. Thanh Tri District

2. He passed the ______________________.
   A. doctoral examination
   B. royal examination
   C. regional examination

3. He began his career as a ____________.
   A. worker B. teacher C. doctor

4. He died in _________.
   A. 1370 B. 1373 C. 1337

2 Listen to the recording again and write short answers to the questions.

1. When was Chu Van An born?
2. What was he like?
3. What did he do later in his life?
4. How old was he when he died?



Writing

3 Discuss the table in groups. Complete the table about the history of the Temple of Literature - the Imperial Academy.

Time	Event	Construction	Attraction
________	The Temple of Literature	________________	one of the historic and cultural sites of Viet Nam
________	The Imperial Academy	Emperor Ly Nhan Tong	________________
________	Doctors' stone tablets	________________	World Heritage
________	The four statues	Ha Noi People's Committee	________________

4 Write about the history of the Temple of Literature – the Imperial Academy. You can use the information in 3 to help you.

SKILLS 2

Listening

1 First, have Ss read each sentence and discuss the option (A, B, or C) that is the most appropriate to complete the sentence. Then, play the recording once. Ask Ss to listen and circle the appropriate answer.

Key: **1.** C **2.** B **3.** B **4.** A

2 Ask Ss to look at the questions and guess the answers first. Play the recording again. Ask Ss to listen and write the short answers to the questions. T may call on some Ss to give the answers to the class and correct the mistakes where and when necessary.

Key: **1.** In 1292. **2.** He was an honest man. **3.** He continued his teaching career and wrote books. **4.** 78.

Audio script:

Hi, class. Come into the next building of the Temple of Literature and let me tell you about Chu Van An.

Chu Van An was considered the most famous teacher at the Imperial Academy and one of the most remarkable educators in Vietnamese history.

He was born in 1292, in Thanh Tri District, Ha Noi. He was an honest man. He passed the royal examination. First he opened a school in his home village. Then, he became a teacher at the Imperial Academy. He taught many talented and successful students for the nation.

Later, he resigned and returned to his home village. For the rest of his life, Chu Van An continued his teaching career and wrote books. He died in 1370.

Writing

3 T asks Ss to discuss in groups to find the information to complete the table. Remind Ss to look for information in other parts of the unit if necessary. Ss complete the table individually. Ss may consult with a partner to develop ideas.

Time	Event	Construction	Attraction
1070	The Temple of Literature	*Emperor Ly Thanh Tong*	one of the historic and cultural sites of Viet Nam
1076	The Imperial Academy	Emperor Ly Nhan Tong	*first university in Viet Nam*
1484	Doctors' stone tablets	*King Le Thanh Tong*	World Heritage
2003	The four statues	Ha Noi People's Committee	*founders and developers of the Temple of Literature*

4 T tells Ss to write a passage about the history of the Temple of Literature – the Imperial Academy, using the information in **3**. If there is not enough time to write the passage in class, T can assign it as homework.

LOOKING BACK

Vocabulary

1 Write the past participle of the following verbs.

Base form	Past participle
consider	*considered*
name	________
visit	________
locate	________
recognise	________
start	________

Base form	Past participle
sell	*sold*
grow	________
speak	________
buy	________
build	________
see	________

2 Complete the sentences with the past participles from 1.

1. Oxford University is ________ one of the best universities in the UK. It was ________ in 1167.
2. Lan's school is __________ Chu Van An Lower Secondary School.
3. English is ____________ all over the world.
4. Thong Nhat Palace is _____________ at 106 Nguyen Du Street, District 1, Ho Chi Minh City.
5. Ha Long Bay was first _____________ as a World Heritage Site by UNESCO in 1994.

Grammar

3 Change the sentences from the present simple active into the present simple passive.

1. They sell tickets at the gate of the tourist site.
   Tickets ___________________________________.
2. People grow a lot of flowers in Da Lat.
   A lot of flowers_____________________________.
3. Thousands of people visit the Hung Kings' Temple every day.
   The Hung Kings' Temple ___________________.
4. Tourists can see many beautiful Cham Towers in Binh Dinh Province.
   Many beautiful Cham Towers_________________.
5. Tourists can buy many kinds of goods in Ben Thanh Market.
   Many kinds of goods ______________________.

4 Change the sentences from the past simple passive into the past simple active.

1. One Pillar Pagoda was built under Emperor Ly Thai Tong in 1049.
   They ___________________________________.
2. The Imperial Academy was constructed under Emperor Ly Nhan Tong in 1076.
   They ___________________________________.
3. The erection of the first Doctors' stone tablet was ordered by King Le Thanh Tong.
   They ___________________________________.
4. Tan Ky House in Hoi An was built two centuries ago.
   They ___________________________________.
5. The construction of Tu Duc Tomb was completed in 1876.
   They ___________________________________.

Communication

5 Work in pairs. Ask and answer questions about the Temple of Literature - the Imperial Academy. Use the suggestions below to help you.

Suggestions	Questions	Answers
Location	*Where is the Temple of Literature located?*	*It's located in the centre of Ha Noi.*
Tickets		
Things to see		
Things to buy		
Time of day to visit		

6 Work in groups. Report your discussions, using the information in 5.

Example:

The Temple of Literature is located in the centre of Ha Noi.

Finished! Now I can …	✓	✓✓	✓✓✓
• talk about the history of the Temple of Literature - the Imperial Academy			
• give advice about going on trips			
• write about a historic place			

LOOKING BACK

This is the review section of the unit. Encourage Ss to complete the **Looking Back** section without referring to the previous sections in the unit. Ss should use what they remember from the unit to complete this section.

Ss should record their results for each exercise in the **Looking Back** section in order to complete the final **Finished! Now you can**. . . assessment and identify areas for review.

1 First, Ss should read all of the base form verbs in the two columns as a class to understand their meanings. T can quickly drill any words that Ss have difficulty with.

Next, Ss can complete this exercise individually. Less advanced classes can complete the exercise in pairs.

Key: **First column:** named, visited, located, recognised, started

Second column: grown, spoken, bought, built, seen

Finally, T corrects the exercise with the whole class. Remind Ss the verbs in the first column are regular and those in the second one are irregular verbs.

2 Ss complete this task individually. Less advanced classes can complete this exercise in pairs or small groups.

Key: **1.** considered, started **2.** named **3.** spoken **4.** located **5.** recognised

3 Ss complete this task individually. T monitors Ss to make sure that Ss complete it accurately. When Ss have finished the task they can share their answers with a partner and/ or the class. T can ask some Ss to write the answers on the board for the whole class to check.

Key:
1. Tickets are sold at the gate of the tourist site.
2. A lot of flowers are grown in Da Lat.
3. The Hung Kings' Temple is visited (by thousands of people) every day.
4. Many beautiful Cham Towers can be seen (by tourists) in Binh Dinh Province.
5. Many kinds of goods can be bought (by tourists) in Ben Thanh Market.

4 Ss complete the exercise individually or in pairs.

Key:
1. They built One Pillar Pagoda under Emperor Ly Thai Tong in 1049.
2. They constructed the Imperial Academy under Emperor Ly Nhan Tong in 1076.
3. They ordered the erection of the first Doctors' stone tablet under King Le Thanh Tong.
4. They built Tan Ky House in Hoi An two centuries ago.
5. They completed the construction of Tu Duc Tomb in 1876.

5 In pairs, have Ss ask and answer questions about the Temple of Literature – the Imperial Academy, using the information in the table.

If time permits, Ss can complete the table in pairs and report back to the class before completing the exercise. T can also ask pairs of Ss to create dialogues to share with the class. T should note down common errors and correct them at the end of the exercise.

6 Have Ss work in groups then report their results of their discussion to the whole class.

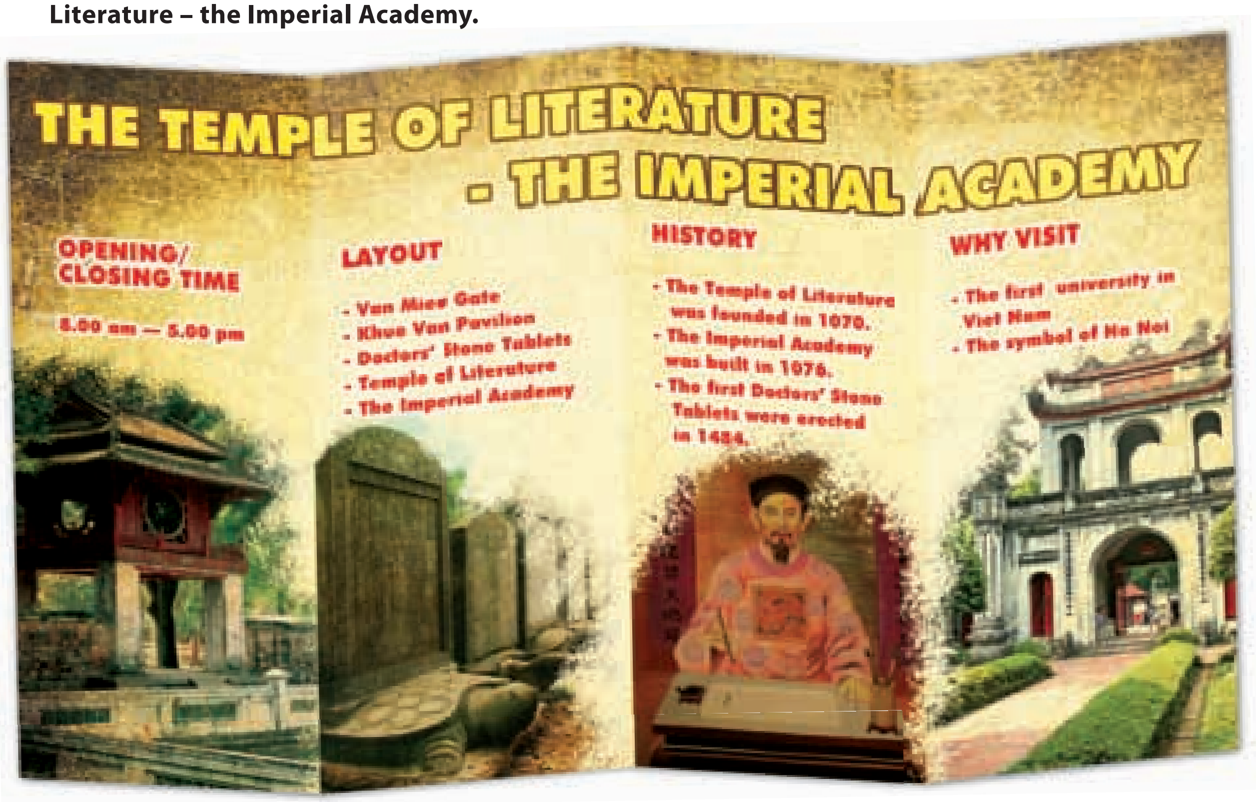
Finished!

T asks Ss to complete the self-assessment. Discuss as the class what difficulties remain and what areas Ss have mastered.

PROJECT

TOURIST GUIDE

1 **The following is a brochure made by Phong and his classmates after a trip to the Temple of Literature – the Imperial Academy.**



2 **Choose one of the most famous tourist sites in your community (village/district/province) and make a brochure as in 1.**

______			
OPENING/ CLOSING TIME	LAYOUT	HISTORY	WHY VISIT?
Picture or artwork	Picture or artwork	Picture or artwork	Picture or artwork

PROJECT
Tourist Guide

Before doing the project, T may ask Ss some questions, such as: *What can you see in the picture? What does 'brochure' mean? What do you usually see in a brochure?, …*

1. T asks Ss to read the brochure and answer some questions: *What is the title of the brochure?, How many parts/ sections/ pages does the brochure consist of? What are the sub-titles of the parts/ sections/ pages of the brochure? What can you see in each part/ section/ page?*

2. T explains to Ss that they are going to create a brochure about one of the most famous tourist sites in the community. If time permits, T can do this project as a class activity. T may give Ss paper or ask them to reserve three-four pages of their class notebooks for this activity. When doing this project, T asks Ss to do the following:

- choose the most famous tourist sites in the Ss' community
- choose the title of the brochure
- discuss the number of sections/ parts of the brochure
- think about the contents of each part/ section
- complete the brochure by writing the contents and sticking photos/ drawing pictures

T can post the best work on the noticeboard.

REVIEW 2 (UNITS 4-5-6)

LANGUAGE

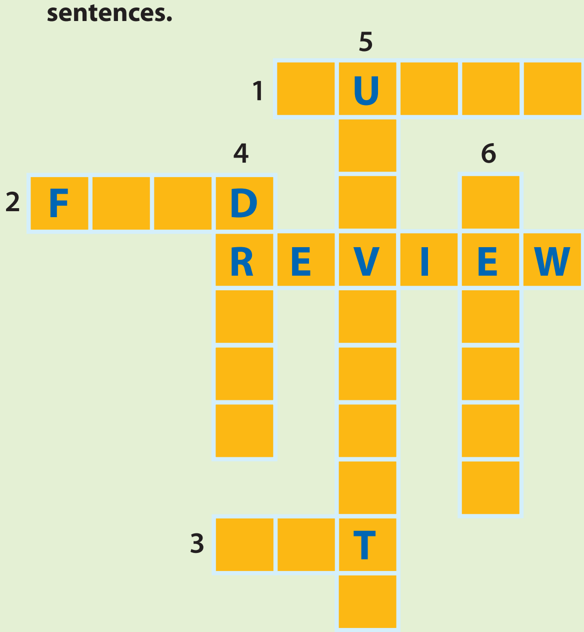
Pronunciation

1 Circle A, B, C, or D to show whose underlined part is pronounced differently. Listen, check and repeat the words.

1	A. decision	B. vision	C. measure	D. sure
2	A. ocean	B. cinema	C. musician	D. delicious
3	A. hot	B. cottage	C. compose	D. lot
4	A. chicken	B. architect	C. cheap	D. chair
5	A. condition	B. attention	C. question	D. addition

Vocabulary

2 Do the crossword puzzle and complete the sentences.



Across

1. Classical ______________ is not as exciting as rock and roll for young people.
2. There is some __________ for you in the fridge.
3. Water puppetry is a traditional ____________ form in Viet Nam.

Down

4. Milk is my sister's favourite ______________.
5. The Temple of Literature is regarded as the first ______________ in Viet Nam.
6. Thousands of people visit the Hung Kings' __________ every day.

Grammar

3 Complete the following two passages about camping. Use the words or phrases in the boxes.

How much	How many

Prepare your meals in advance. (1) __________ sandwiches are you going to make? (2) __________ bread will you need? Are you making pop-corn? (3) __________ butter should you bring? (4) __________ eggs will you buy? Make sure you have enough of everything before you leave.

a	some	much	many

Making a fire is (5) __________ skill. And it is easy to learn. You won't need (6) __________ practice before you can make a campfire. Start with (7) __________ paper and leaves. Place the wood on top of these. Don't use (8) __________ big pieces of wood. Put two or three over the sticks and keep the rest to the side.

4 Write the sentences using the suggested words or phrases.

1. I think/classical music/as exciting/country music
2. These clothes/not as expensive/I thought
3. My taste in art/the same/her taste
4. The price of foods in Ha Noi/not the same/in Hai Phong
5. Life in Viet Nam/different/life in England

5 Rewrite the sentences in the passive.

1. They sing the song *Auld Lang Syne* on some occasions.
   The song *Auld Lang Syne* ______________.
2. Van Cao composed Viet Nam's anthem *Tien Quan Ca*.
   Viet Nam's anthem *Tien Quan Ca* __________.
3. They perform water puppetry in a pool.
   Water puppetry ______________________.
4. His mother bought a lot of meat yesterday.
   A lot of meat ______________________.
5. They make rice noodles from the best variety of rice.
   Rice noodles ______________________.

REVIEW 2

Introduction:

- The aim of this Review is to revise the language Ss have studied and the skills they have practised in Units 4, 5 and 6.
- T may ask Ss what they have learnt so far in terms of language and skills. Summarise their answers at the end and add some more information if necessary.

LANGUAGE

T may use the Review as a self-test. Ss do the exercises in 30 minutes and then T checks their answers with the whole class. Otherwise, T can conduct each activity separately.

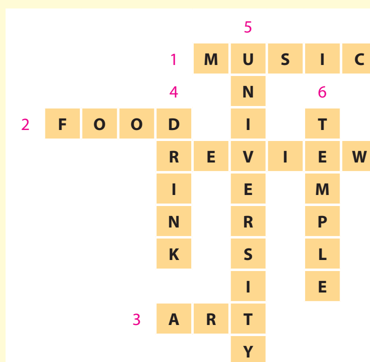
Pronunciation

1 Ask Ss to do this exercise individually, and then share their answers with a partner before giving T the answers. T writes the correct answers on the board.

Key: **1.** D **2.** B **3.** C **4.** B **5.** C

Vocabulary

2 Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write their answers on the board. Check the answers with the whole class.



Key: **1.** music **2.** food **3.** art **4.** drink **5.** university **6.** Temple

Grammar

3 After Ss have done this exercise individually, T quickly checks Ss' answers.

Key: **1.** How many **2.** How much **3.** How much **4.** How many **5.** a **6.** much **7.** some **8.** many

4 Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write his/ her answers on the board. T may check the answers with the whole class.

Suggested answers:
1. I think classical music is as exciting as country music.
2. These clothes are not as expensive as I thought.
3. My taste in art is the same as her taste (hers).
4. The price of foods in Ha Noi is not the same as it is in Hai Phong.
5. Life in Viet Nam is different from life in England.

5 Elicit the form and use of the passive voice. Ask Ss to do this exercise individually and then share their answers with their partners. T may ask Ss to write their answers on the board. T may check the answers with the whole class.

Key:
1. The song *Auld Lang Syne* is sung on some occasions.
2. Viet Nam's anthem *Tien Quan Ca* was composed by Van Cao.
3. Water puppetry is performed in a pool.
4. A lot of meat was bought (by his mother) yesterday.
5. Rice noodles are made from the best variety of rice.

Everyday English

6 **Complete the conversations with the questions in the box. Act them out with your partner.**

A. How much do you drink every day?
B. Where would you like to go for a picnic?
C. How often do you listen to it?
D. What would you like to do there?
E. What's your favourite drink?

1. A: Do you like to listen to rock and roll?
   B: Yes, I do.
   A: (1) ______________________________
   B: I listen to it every day.
2. A: (2) ______________________________
   B: Coffee.
   A: (3) ______________________________
   B: Two cups.
3. A: (4) ______________________________
   B: To the beach.
   A: (5) ______________________________
   B: I'd like to sit in the sun and read books.

SKILLS

Reading

1 **Two people are talking about their favourite films: *Gone with the Wind* and *A Space Odyssey*. Read their descriptions and tick (✓) the boxes.**

MAN: 'This film was made in 1939 and stars Clark Gable and Vivien Leigh. It is a very long film because it covers all of the American Civil War. You never get bored because it is so exciting. I have seen it about four times and I still enjoy it. It may be too romantic for some people but that is one of the reasons I like it.'

WOMAN: 'It is a classic science fiction film. Some people love it and other people hate it. Stanley Kubrick directed it in 1968. The story is about a group of American astronauts who travel into space to find a mysterious object. It is not a violent or exciting film but it is thrilling in its use of music and images.'

	Gone with the Wind	A Space Odyssey
It was made in 1939.	✓	
1. It is a classic science fiction film.		
2. It is directed by Stanley Kubrick.		
3. It stars Clark Gable and Vivien Leigh.		
4. It is about a journey into space.		
5. It is romantic and exciting.		

Speaking

2 **Work in pairs. Plan a trip to a place. Ask and answer questions about the following ideas. You can use *will* or *would like.***

- Where and when you go
- Who you go with
- How you travel
- What you bring
- What you do

3 **Work in groups. Take turns talking about the arrangements for the trip.**

Listening

4 **Listen to a man talking about his meal in a restaurant and tick the adjectives you hear.**

1.	great		2.	nice	
3.	fresh		4.	delicious	
5.	sweet		6.	tasty	
7.	fine		8.	good	

5 **Listen again and complete the menu.**

MENU	
Appetizer	______________________
Main dish	______________________
Dessert	______________________
Drink	______________________

Writing

6 **Look at the pictures below. Write the instructions of how to cook a mushroom omelette.**



First, ______________________________.
Then, ______________________________.
Next, ______________________________.
After that, ___________________________.
Finally, _____________________________.

6 T may call a pair of Ss to do the exercises in front of the class. Check Ss' answers. Ask them for explanation if necessary.

Key: **1.** C **2.** E **3.** A **4.** B **5.** D

SKILLS

Reading

For exercise **1**, ask Ss to complete the answers individually and check with a partner before T confirms the correct answers.

Key: Gone with the Wind: 3, 5 A Space Odyssey: 1, 2, 4

Speaking

2 Have Ss work in pairs, asking and answering questions with the suggestions. T may go around to help weaker Ss.

3 Have Ss work in groups taking turns talking about arrangements for the trip. Then ask each group to choose the student who does the task best to talk in front of the class. Ask some other Ss to give comments.

Listening

4 Have Ss look at the adjectives which the man uses to describe his meal in a restaurant. Play the recording once for Ss to listen and tick their answers.

Key:

1	great	✓	2	nice		3	fresh	✓	4	delicious	✓
5	sweet	✓	6	tasty	✓	7	fine		8	good	✓

5 Have Ss look at the menu. Play the recording again for Ss to complete the menu.

After Ss have finished the two exercises, T plays the recording once more so that Ss can check their answers. Announce the answers to Ss. With a weak class, T may play the recording many times until Ss have completed all their exercises.

Key:

MENU	
Appetizer	salad
Main dish	fish, vegetables
Dessert	an ice cream
Drink	a cup of tea

Audio script:

Last weekend I went to a seafood restaurant on Main Street. It's great. To begin, I had a salad. It was fresh with a great house dressing. My main dish was fish. I really enjoyed the spices it was cooked in. The vegetables were good – very fresh and tasty. For dessert, I had an ice cream. It's usually delicious but this time it was much too sweet. I couldn't eat much because I am on a diet. I had a cup of tea to drink. Oh, it was delicious.

Writing

6 Set up the writing activity. T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss may use the sequence of activities (*first, then, next, after that*, and *finally*).

Have Ss look at the pictures and discuss their sequence/order and then write the sentences.

Ask Ss to write the draft first. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T may ask one student to write the sentences on the board. Other Ss give comments. Ss edit and revise their writing as homework.

Suggested writing:

First, *slice the mushrooms.*
Then, *beat the eggs in a bowl.*
Next, *add salt to the egg mixture.*
After that, *pour the eggs into a frying pan. Add the mushrooms and cook.*
Finally, *fold the omelette in half.*

GLOSSARY

Abbreviations

adj : adjective
adv : adverb
con : conjunction
n : noun
pre : preposition
pro : pronoun
v : verb

a piece of cake (idiom)	/ ə piːs əv keɪk /	dễ ợt	Unit 1
allergy (n)	/ 'ælədʒi /	dị ứng	Unit 2
anthem (n)	/ 'ænθəm /	quốc ca	Unit 4
arranging flower	/ ə'reɪndʒɪŋ 'flaʊər /	cắm hoa	Unit 1
atmosphere (n)	/ 'ætməsfɪər /	không khí, môi trường	Unit 4
beat (v)	/ biːt /	khuấy trộn, đánh trộn	Unit 5
beef (n)	/ biːf /	thịt bò	Unit 5
bird-watching (n)	/ bɜːd wɒtʃɪŋ /	quan sát chim chóc	Unit 1
bitter (adj)	/ 'bɪtə /	đắng	Unit 5
blanket (n)	/ 'blæŋkɪt /	chăn	Unit 3
board game (n)	/ bɔːd geɪm /	trò chơi trên bàn cờ (ví dụ: cờ tỉ phú, cờ vua)	Unit 1
broth (n)	/ brɒθ /	nước xuýt	Unit 5
build (v)	/ bɪld /	xây dựng	Unit 6
calorie (n)	/ 'kæləri /	calo	Unit 2
carve (v)	/ kaːv /	chạm, khắc	Unit 1
carved (adj)	/ kaːvd /	được chạm, khắc	Unit 1
charitable (adj)	/ 'tʃærɪtəbl̩ /	từ thiện	Unit 3
clean up (n, v)	/ kliːn ʌp /	dọn sạch	Unit 3
collage (n)	/ 'kɒlaːʒ /	một bức tranh tạo thành từ nhiều tranh, ảnh nhỏ	Unit 1
community service	/ kə'mjuːnəti 'sɜːvɪs /	công việc vì lợi ích cộng đồng	Unit 3
compose (v)	/ kəm'pəʊz /	soạn, biên soạn	Unit 4
composer (n)	/ kəm'pəʊzər /	nhà soạn nhạc, nhạc sĩ	Unit 4
compound (n)	/ 'kɒmpaʊnd /	ghép, phức	Unit 2
concentrate (v)	/'kɒnsəntreɪt /	tập trung	Unit 2
conjunction (n)	/kən'dʒʌŋkʃən/	liên từ	Unit 2
consider (v)	/ kən'sɪdər /	coi như	Unit 6
consist of (v)	/ kən'sɪst əv /	bao hàm/gồm	Unit 6
construct (v)	/ kən'strʌkt /	xây dựng	Unit 6
control (v)	/ kən'trəʊl /	điều khiển	Unit 4
coordinate (v)	/ kəʊ'ɔːdɪneɪt /	kết hợp	Unit 2
core subject	/ kɔːr 'sʌbdʒekt /	môn học cơ bản	Unit 4
cough (n)	/ kɒf /	ho	Unit 2
country music	/ 'kʌntri 'mjuːzɪk /	nhạc đồng quê	Unit 4
curriculum (n)	/ kə'rɪkjʊləm /	chương trình học	Unit 4
delicious (adj)	/ dɪ'lɪʃəs /	ngon, thơm ngon	Unit 5
depression (n)	/ dɪ'preʃən /	chán nản, buồn rầu	Unit 2
diet (n)	/ 'daɪət /	ăn kiêng	Unit 2
disabled people	/ dɪ'seɪbl̩d 'piːpl̩ /	người tàn tật	Unit 3
doctors' stone tablet (n)	/ 'dɒktər stəʊn 'tæblət /	bia tiến sĩ	Unit 6
donate (v)	/ dəʊ'neɪt /	hiến tặng, đóng góp	Unit 3
eel (n)	/ iːl /	con lươn	Unit 5
eggshell (n)	/ egʃel /	vỏ trứng	Unit 1
elderly people	/ 'eldəli 'piːpl̩ /	người cao tuổi	Unit 3
erect (v)	/ ɪ'rekt /	xây dựng, dựng lên	Unit 6
essential (adj)	/ ɪ'senʃəl /	cần thiết	Unit 2
expert (n)	/ 'ekspɜːt /	chuyên gia	Unit 2
flour (n)	/ flaʊə /	bột	Unit 5
fold (v)	/ fəʊld /	gấp, gập	Unit 5
folk music	/ fəʊk 'mjuːzɪk /	nhạc dân gian, nhạc truyền thống	Unit 4
found (v)	/ faʊnd /	thành lập	Unit 6
fragile (adj)	/ 'frædʒaɪl /	dễ vỡ	Unit 1
fragrant (adj)	/ 'freɪgrənt /	thơm, thơm phức	Unit 5
gardening (n)	/ 'gaːdənɪŋ /	làm vườn	Unit 1
graffiti (n)	/ grə'fiːti /	hình hoặc chữ vẽ trên tường công cộng (thường là không được phép)	Unit 3
green tea (n)	/ ˌgriːn 'tiː /	chè xanh	Unit 5
grow (v)	/grəʊ/	trồng, mọc	Unit 6
ham (n)	/ hæm /	giăm bông	Unit 5
homeless people	/ 'həʊmləs 'piːpl̩ /	người vô gia cư	Unit 3
horse-riding (n)	/ hɔːs raɪdɪŋ /	cưỡi ngựa	Unit 1
ice-skating (n)	/ aɪs skeɪtɪŋ /	trượt băng	Unit 1
Imperial Academy (n)	/ ɪm'pɪəriəl ə'kædəmi /	Quốc Tử Giám	Unit 6
independent (adj)	/ ˌɪndɪ'pendənt /	độc lập, không phụ thuộc	Unit 2
itchy (adj)	/ 'ɪtʃi /	ngứa, gây ngứa	Unit 2
junk food (n)	/ dʒʌŋk fuːd /	đồ ăn nhanh, quà vặt	Unit 2
Khue Van Pavilion (n)	/ pə'vɪljən /	Khuê Văn Các	Unit 6
locate (v)	/ ləʊ'keɪt /	đóng, đặt, để ở một vị trí	Unit 6
make a difference	/ meɪk ə 'dɪfərəns /	làm thay đổi (cho tốt đẹp hơn)	Unit 3
making model	/ 'meɪkɪŋ 'mɒdəl /	làm mô hình	Unit 1

making pottery	/ 'meɪkɪŋ 'pɒtəri /	nặn đồ gốm	Unit 1
melody (n)	/ 'melədi /	giai điệu	Unit 1
mentor (n)	/ 'mentɔːr /	thầy hướng dẫn	Unit 3
monopoly (n)	/ mə'nɒpəli /	cờ tỉ phú	Unit 1
mountain climbing (n)	/ 'maʊntɪn, 'klaɪmɪŋ /	leo núi	Unit 1
mural (n)	/ 'mjʊərəl /	tranh khổ lớn vẽ trên tường (thường là được phép)	Unit 3
myth (n)	/ mɪθ /	việc hoang đường	Unit 2
non-essential (adj)	/ nɒn-ɪ'senʃəl /	không cơ bản	Unit 4
non-profit organisation	/ nɒn-'prɒfɪt ˌɔːgənaɪ'zeɪʃən /	tổ chức phi lợi nhuận	Unit 3
noodles (n)	/ 'nuːdls /	mì, mì sợi	Unit 5
nursing home	/ 'nɜːsɪŋ həʊm /	nhà dưỡng lão	Unit 3
obesity (n)	/ əʊ'biː.sɪti /	béo phì	Unit 2
omelette (n)	/ 'ɒmlət, 'ɒmlɪt /	trứng tráng	Unit 5
opera (n)	/ 'ɒpərə /	vở nhạc kịch	Unit 4
originate (v)	/ ə'rɪdʒɪneɪt /	bắt nguồn, xuất phát từ	Unit 4
pagoda (n)	/ pə'gəʊdə /	chùa	Unit 6
pancake (n)	/ 'pænkeɪk /	bánh kếp	Unit 5
pay attention	/ peɪ ə'tenʃən /	chú ý, lưu ý đến	Unit 2
pepper (n)	/ 'pepər /	hạt tiêu	Unit 5
perform (v)	/ pə'fɔːm /	biểu diễn, trình diễn	Unit 4
performance (n)	/ pə'fɔːməns /	sự trình diễn, buổi biểu diễn	Unit 4
photography (n)	/ fə'tɒgrəfi /	nhiếp ảnh	Unit 4
pork (n)	/ pɔːk /	thịt lợn	Unit 5
pour (v)	/ pɔː /	rót, đổ	Unit 5
puppet (n)	/ 'pʌpɪt /	con rối	Unit 4
put on weight	/ put ɒn weɪt /	tăng cân	Unit 2
recipe (n)	/ 'resɪpi /	công thức làm món ăn	Unit 5
recognise (v)	/ 'rekəgnaɪz /	chấp nhận, thừa nhận	Unit 6
regard (v)	/ rɪ'gaːd /	đánh giá	Unit 6
relic (n)	/ 'relɪk /	di tích	Unit 6
rural (adj)	/ 'rʊərəl /	thuộc nông thôn, thôn quê	Unit 4
salt (n)	/ 'sɔːl /	muối	Unit 5
salty (adj)	/ 'sɔːlti /	mặn, có nhiều muối	Unit 5
sandwich (n)	/ 'sænwɪdʒ /	bánh xăng-đuých	Unit 5
sauce (n)	/ sɔːs /	nước xốt	Unit 5
sausage (n)	/ 'sɒsɪdʒ /	xúc xích	Unit 5
sculpture (n)	/ 'skʌlptʃər /	điêu khắc, tác phẩm điêu khắc	Unit 4
serve (v)	/ sɜːv /	múc/ xới/ gắp ra để ăn	Unit 5
share (v)	/ ʃeər /	chia sẻ	Unit 1
shelter (n)	/ 'ʃeltər /	mái ấm, nhà tình thương, nhà cứu trợ	Unit 3
shrimp (n)	/ ʃrɪmp /	con tôm	Unit 5
sickness (n)	/ 'sɪknəs /	sự đau yếu, ốm yếu	Unit 2

site (n)	/ saɪt /	địa điểm	Unit 6
skating (n)	/ 'skeɪtɪŋ /	trượt pa tanh	Unit 1
slice (n)	/ slaɪs /	miếng mỏng, lát mỏng	Unit 5
soup (n)	/ suːp /	xúp, canh, cháo	Unit 5
sour (adj)	/ saʊər /	chua	Unit 5
spicy (adj)	/ 'spaɪsi /	cay, nồng	Unit 5
spot (n)	/spɒt /	mụn nhọt	Unit 2
spring rolls (n)	/ sprɪŋ rəʊlz /	nem rán	Unit 5
statue (n)	/ 'stætʃuː /	tượng	Unit 6
stay in shape	/ steɪ ɪn ʃeɪp /	giữ dáng, giữ cơ thể khoẻ mạnh	Unit 2
strange (adj)	/ streɪndʒ /	lạ	Unit 1
street children	/ striːt 'tʃɪldrən /	trẻ em (lang thang) đường phố	Unit 3
sunburn (n)	/ 'sʌnbɜːn /	sự cháy nắng	Unit 2
sunburnt (adj)	/ 'sʌnbɜːnt /	rám nắng	Unit 2
support (v)	/ sə'pɔːt /	nâng đỡ, chống đỡ	Unit 4
surfing (n)	/ 'sɜːfɪŋ /	lướt sóng	Unit 1
surround (v)	/ sə'raʊnd /	bao quanh, vây quanh	Unit 6
sweet (adj)	/ swiːt /	ngọt	Unit 5
sweet soup (n)	/ swiːt suːp /	chè	Unit 5
take care of (v)	/ teɪk keər əv /	trông nom, chăm sóc	Unit 6
tasty (adj)	/ 'teɪsti /	đầy hương vị, ngon	Unit 5
Temple of Literature (n)	/ 'templ əv 'lɪtərɪtʃər /	Văn Miếu	Unit 6
Tic Tac Toe	/ tɪk tæk təʊ /	trò chơi cờ ca-rô	Unit 4
to be forced	/ tuː biː fɔːst /	bị ép buộc	Unit 3
tofu (n)	/ 'təʊfuː /	đậu phụ	Unit 5
traffic jam	/ 'træfɪk dʒæm /	ùn tắc giao thông	Unit 3
triathlon (n)	/ traɪ'æθlɒn /	cuộc thi thể thao ba môn phối hợp	Unit 2
tuna (n)	/ 'tjuːnə /	cá ngừ	Unit 5
turmeric (n)	/ 'tɜːmərɪk /	củ nghệ	Unit 5
tutor (n, v)	/ 'tjuːtər /	thầy dạy kèm, dạy kèm	Unit 3
unique (adj)	/jʊ'niːk/	độc đáo	Unit 1
unusual (adj)	/ ʌn'juːʒuəl /	khác thường	Unit 1
vegetarian (n, adj)	/ ˌvedʒɪ'teəriən /	người ăn chay, ăn chay	Unit 2
volunteer (n, v)	/ ˌvɒlən'tɪər /	người tình nguyện, đi tình nguyện	Unit 3
warm (v)	/ wɔːm /	hâm nóng	Unit 5
water puppetry	/ 'wɔːtər 'pʌpɪtrɪ /	múa rối nước	Unit 4
weight (n)	/ weɪt /	trọng lượng, cân nặng	Unit 2
World Heritage	/ wɜːld 'herɪtɪdʒ /	Di sản thế giới	Unit 6

Chịu trách nhiệm xuất bản :
Chủ tịch Hội đồng Thành viên NGƯT. NGÔ TRẦN ÁI
Tổng Giám đốc kiêm Tổng biên tập GS.TS. VŨ VĂN HÙNG

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Sửa bản in : NGUYỄN VĂN NGUYÊN
Chế bản tại : CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG

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Mã số : 2G734T5

Số đăng kí KHXB : 01-2015/CXB/153-902/GD
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Tại : ....
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